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The principles of speech development in the mentally retarded are discussed, and practical suggestions are made for aiding development. Speech improvement is explained, with programs and activities outlined for the educable and teaching suggestions given for the trainable. Sample lesson plans are provided for the trainable level and for the educable on the primary, intermediate, and advanced levels. The bibliography lists 13 professional resources and 44 children's books. An appendix annotates a variety of commercially available instructional materials and lists suggestions for teacher-made materials or activities. A form is provided for teacher evaluation of the lessons. (JD)

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an in-service training approach...

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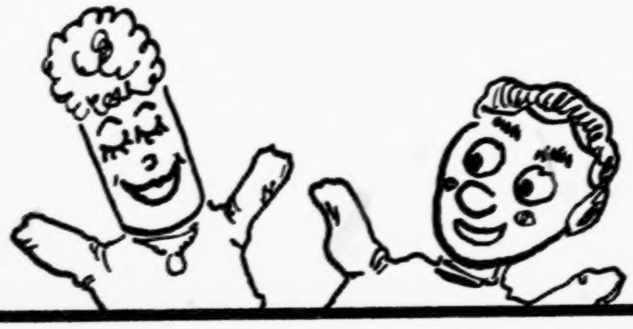

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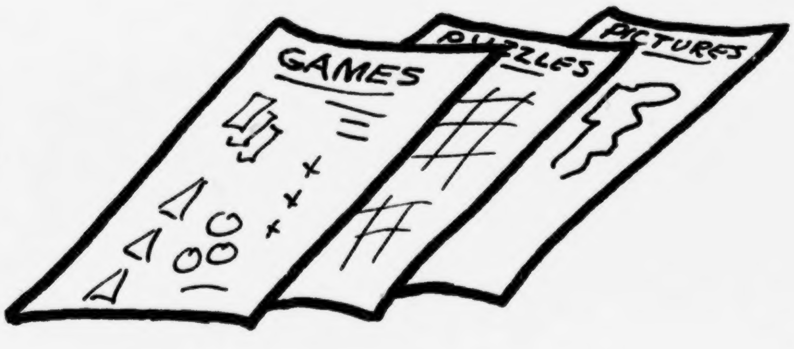

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A COOPERATIVE PROGRAM INVOLVING
THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION
AND THE UNIVERSITY OF IOWA

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER
AN IN-SERVICE TRAINING APPROACH

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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March, 1968

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Please Read

The Special Education Curriculum Development Center has as its main objective the operation of a statewide in-service training program for teachers of the mentally retarded. Twenty special class teachers from different geographic areas serve as consulting teachers. They attend training sessions at the University of Iowa and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. Persons reading SECDC material but not attending the field sessions should keep in mind that the purpose of the material is to serve as a starting point for in-service training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

The evaluation sheets found at the conclusion of this material represent the continuing effort of the Special Education Curriculum Development Center to meet the needs of the Special Class teacher. It is requested that teachers using this material record statements and specific evaluation points as indicated and submit this to the Center.

The time and effort given to this report will be greatly appreciated. You may be assured it will receive serious consideration in structuring guidelines for further development of materials to be disseminated.

PREFACE

The improvement of speech and language skills has long been a concern among persons involved in the development of curriculum for the mentally retarded. This concern has stimulated speech clinicians to explore the merits of direct remediation with retarded children, and has encouraged teachers to appraise their instructional programs in terms of how to best accommodate the teaching of speech and language skills. This guide is an attempt on the part of the Speech and Hearing staff of State Services for Crippled Children, University of Iowa, and SECDC to bring into focus the importance of speech improvement and to offer direction to the special class teacher in incorporating such activities in his curriculum.

The intent is not to suggest that the teacher must assume full responsibility for the organization of his program, rather it is hoped that the teacher, in cooperation with the speech clinician and consultant for the mentally retarded, will use this material in augmenting his speech improvement program for children in special classes for the mentally retarded.

Carl Betts, Ph.D.
State Services for Crippled Children

Edward L. Meyen
Special Education Curriculum Development Center

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SPEECH IMPROVEMENT FOR THE MENTALLY RETARDED

I. INTRODUCTION

The Research Committee of the American Speech and Hearing Association has described the classroom teacher's role in the development of oral communication skills in children as consisting of an organized program of instruction in oral communication which has as its purpose the development of articulation, voice, and language abilities that enable all children to communicate their ideas effectively. A classroom speech development (speech improvement) program is clearly distinguishable from a speech correction program even though some overlapping does exist. The classroom speech improvement program is aimed at helping all children to more fully develop and improve their oral communication skills whereas the speech correction program is devoted to helping those children having speech and language handicaps.

There is widespread diversity in the development and acquisition of oral communication skills among children. Normative studies indicate that it takes the average child approximately 6 to 8 years to be able to make the sounds of speech accurately, and to develop grammatical ability. Vocabulary continues to grow and change throughout the person's life. Research has found that mentally retarded children continue to mature in articulation to about 11 years of age and in general, are slower in development of speech and language skills than children in the normal range of intelligence.

Frequently, retarded children have home environments where the stimulation they receive is poor both in quantity and in quality. The resultant deficiencies in verbal communication skills are often reflected in the difficulties these children show in acquiring and processing information and have an adverse effect on both measured intelligence and school achievement. A recent article by Jane Beasley Raph in the _Journal of Speech and Hearing Disorders stated_: "A description of the language of children of low social and economic status requires attention not only to the way children _speak_---the length and complexity of their verbal output and their pronunciation and articulation, but also to the way children _think_---the repertoire of words and grammatical patterns freely available to them for use when conceptionalizing and reasoning."[1]

Programs for the development of oral communication skills are essential if retarded children are to approach their educational, vocational, and social potentials.

Teachers are faced with the problem of finding time for specific attention to speech skills in an already over-crowded curriculum, although some speech is being taught as an incidental aspect of classroom instruction and activities. These instances of incidental instruction can be developed into an oral communication program with a minimum amount of change in the classroom program if the classroom teacher has some guidance and assistance. The material in this manual is designed to help the special class teacher incorporate an oral communication program into her existing instructional program.

If there is an opportunity to work with a local speech clinician, he may be able to supplement this program with additional information or suggestions and provide guidance in working with individual children

[1] Raph, Jane Beasley. "Language & Speech Deficits in Culturally Disadvantaged Children: Implications for the Speech Clinician." _Journal of Speech & Hearing Disorders_; Vol 32; August, 1957; p. 203.

presenting difficult speech problems.

Speech improvement activities may be provided as an integral part of units on a variety of topics. Sample lessons which include speech improvement activities and which are applicable to life experience units will be included in later sections of this guide. Most of the sample lessons relate to the policeman as a community helper and will elaborate on how speech improvement activities may be used in presenting this material. As the teacher familiarizes himself with these sample lessons, he will be able to vary the techniques with other community helpers which may be discussed such as the doctor, dentist, nurse, fireman, etc. This guide will suggest methods for presenting speech improvement material.

Speech and Language Skills by Class Level

It is possible that a given classroom may be referred to as "Primary" but actually be more similar to the "Intermediate" level as described below. It will need to be decided which level best fits a particular class in order to utilize the appropriate level presented in this guide. Remember that these levels are arbitrary and that it is very difficult to make gross generalities about speech or behavior at a given level. Each child and class must be thought of individually in terms of goals and capabilities.

Level	Trainable	Primary	Intermediate I	Intermediate II	Advanced
Chronological Age	6 - 21	6 - 8½	8½ - 10	10 - 14	14+
Mental Age	Generally below 8	3 - 6½	5 - 8	6 - 11	10+
Speech and Language	Variable - from those with no speech and gestures to those using connected phrases; frequent articulation problems	Many with articulation problems:--poor use of pronouns such as "me" for "I" --short and often incomplete sentences; concrete expression--some with good articulation and language and some with very poor expressive abilities--poor verb tenses		--Most exhibit adequate articulation skills although may have /f/, /th/ substitution. This is most common --May use incorrect verb tenses --Responds to direct approach in correction	--Generally adequate articulation skills

II. PRINCIPLES OF SPEECH DEVELOPMENT

The following information may help in understanding some of the principles of speech and language development.

In general, we must consider speech as a learned skill. The degree to which a person develops this skill depends on:

(1) his physical ability to hear speech and to make speech sounds

(2) his mental ability to gain meaning from and to convey meaning by speech

(3) his experience with those around him. They provide him with the speech (language) he learns and the need to talk.

Why do we learn to speak? The primary reason for speaking is to obtain the things we need, whether it be a glass of water or directions to the doctor's office. If we can make our wants known in other ways which are more convenient, we do so. If we are trying to convey a message in a noisy factory, we will often resort to gestures. Children use gestures because they convey a message and are easier than using speech. If they have no physical problems which interfere with speech, their reason for using gestures may be because they have not developed sufficient language skills to communicate through speech. Teachers need to encourage children to speak. This may involve situations which require children to tell the teacher something or it may necessitate creating situations in which the child is merely asked to copy his speech. For example, John leads his mother to the kitchen sink and points to the faucet. His mother says, "Oh, you want water (or drink)." "Here's water." "Want more water?" John's mother does not put him "on the spot" by demanding that he say "water." She does not show anger or distress because he does not say "water." She provides him with the word and the opportunity to say it.

Talking is a means of enjoyment for most people unless there is some discomfort associated with the act of talking. If we talk in the library or in a theatre, we will be told to keep our voice quiet. If we are asked to speak before a group, we may be nervous or upset. Speaking is not so enjoyable when we feel self-conscious. If we are constantly interrupted while talking, we do not enjoy the conversation. We do not enjoy talking when the person we are visiting with persists in using terms of his profession which we cannot understand or when we find the topic of conversation dull and uninteresting. Parents and teachers often unknowingly create similar situations which inhibit the retarded child's speech development. When the rest of the family uses language too difficult for the child to understand, or when other members of the family shush him for interrupting or laugh at his "cute baby talk," he is likely to think that talking is not worth the effort. The importance of communication skills to the mentally retarded warrants a program which coordinates the efforts of the home and school.

The first step in improving a child's communication skills is to help him become aware of his surroundings. Unless children are cognizant of their environment, themselves, and others they have no basis for the use of language. The degree of awareness children have depends on how much they understand their surroundings and how well they utilize cues from their environment.

Retarded children's awareness of what is taking place around them can be developed through providing experiences which stimulate the senses of hearing, sight, touch and smell. Some children will readily respond to some stimuli and yet respond little to others. Once they begin to show awareness of their surroundings, it will still be some time before they communicate effectively. Herein lies the period in the child's development in which much can be done to enhance speech development.

A review of how the various senses relate to the development of speech will serve as a basis for later discussion on methods and materials to be employed in implementing speech improvement programs for the mentally retarded. Although each sense will be commented on under a separate heading, in actual practice it is not realistic to consider any particular sense-related skill in isolation.

SMELL

Children probably learn more through the sense of smell than is typically realized. The sense of smell tells the child where he is, helps him distinguish between food and medication, and even assists him to identify one person from another. The sense of smell forms a basis for determining likes and differences. It is an avenue of awareness used considerably by some children. For others it is in need of development. It definitely should be used to its fullest.

Suggestions:

(1) Associate smells with an experience, for example, the smell of pepper with "ahchoo!" - cinnamon with "mmm" - vinegar with "ugh."

(2) At meal times, deliberately let the aroma of the food reach the child before the meal is begun. This may be especially easy with foods such as bacon, rolls, etc.

TOUCH

Normal children have many opportunities to explore a variety of things and places. They are somewhat free to touch, feel and compare textures. Such experiences are necessary to creating an awareness of environment and preparing a background for communication. Restricting the activities of the retarded hinders them from acquiring this needed background. The sense of touch also is an important source that can be used to give retarded children these needed experiences.

Suggestions:

(1) Make a "touch box" for the children to play with. They will find they enjoy some "feels" and do not like others.

Include:

- Yarn
- Velvet
- Silk
- Flannel
- Rocks
- Sandpaper
- Rope
- Cotton
- Hosiery
- Wool
- Wood
- String

(2) Water play is fun for most children.

(3) Sand pile is fun. Children like to feel sand run through their fingers. Allow them to mix sand and water so they can build objects with the moistened sand.

(4) Mud is also fun for most children. Do not worry if it is a bit dirty. Dress the child appropriately.

(5) Finger painting will provide the child tactile stimulation. The pictures will probably not look like anything, but that is not the purpose.

(6) Clay can be formed, flattened and pounded. This provides excellent stimulation.

(7) Ice provides a marked stimulation without hurting.

SOUND

A child's day is filled with various noises -- accidental, deliberate, random, and routine. Children should be helped to become aware of sounds and their sources as a step in learning the meaning of sounds around him.

(1) Play with noisemakers

   (a) bells
   (b) sticks (for pounding)
   (c) whistles
   (d) drum
   (e) rattle
   (f) Halloween noisemakers
   (g) horns

(2) Fill boxes with various objects. Listen to the different sounds as you shake them, i.e., marbles in a metal box.

(3) Allow children to play inside paper boxes. A thump from the outside is a "different" sound.

(4) Listen to simple records, such as Golden Book Records, which can be bought at the dime store.

(5) Listen to familiar recorded sounds.

   (a) telephone
   (b) typewriter
   (c) toilet
   (d) sneeze or cough

(6) Listen to whistling or the playing of an organ, piano, or drum.

(7) Make sounds with objects. Let the children imitate by making the same sound themselves.

(8) Imitate animal noises.

(9) Listen to noises and select a picture appropriate to the noise.

(10) Listen to sounds outside - wind, cars, airplane, train, etc.

(11) Play at making sounds loud, then soft.

(12) Make any vocal sound. Encourage children to imitate the sound.

(13) Yell through a mailing tube. Allow the children to do likewise.

(14) Play games to help children locate sounds.

   (a) A version of "where am I?"
   (b) "Peek a boo"
   (c) Let a blindfolded child find a child shaking bells.

Sound "games" can be a lot of fun. However, remember that the teacher needs to enjoy these activities in order for the children to share the enthusiasm.

VISION

It is natural to assume that children are using their vision. However, it is important that experiences be planned to help children use their vision to the fullest.

(1) When giving a child an object, place it in front of him and say its name before handing it to him.

(2) Meaningful movements should be made when saying an action word. (Example: "I lift the chair." "I tie the bow." "I throw the ball.") Some children are attracted by movement, and the added verbalization may give it meaning.

(3) Point out familiar objects seen in unfamiliar situations. (Example: "That's a chair, too.")

(4) Name the objects in simple pictures as the group looks at them. If possible, show the children the real object as well as a picture.

(5) Provide experiences with colors using -

    (a) colored blocks
    (b) colored beads
    (c) colored paper, etc.

    Present only one or two colors at a time to eliminate confusion.

(6) Provide some toys with brightly colored moving parts, e.g., windmills, clear plastic balls with beads inside, etc.

MAKING THE CHILD AWARE OF YOUR SPEECH

When talking with a retarded child, there are several things he must be aware of before he can enjoy this attention. First, he must be aware that sound exists. Secondly, he must know that this particular sound is coming from the teacher. Thirdly, he must know that he can produce similar sounds and that these sounds have a particular meaning for him. The meaning of a sound may be vague or specific, depending upon his understanding.

Suggestions for attaining understanding:

(1) When speaking with a child: adjust to his eye level - face to face.

(2) Attract the child's attention.

  (a) Use opportunities to speak when the child is looking at you anyway. (He may spontaneously look when he wants help, comfort, or attention; when he is asking permission or trying to catch your reaction to something.)

  (b) You may cradle a child's face between your hands to direct his attention.

  (c) When speaking of a tangible object (toy, bike, drink, etc.), hold the object beside your lips as you say the word.

(3) Take the child's hand and place it on your face so he can feel the movement of your face and lips.

(4) Hold the child's hand in front of your lips to allow him to feel the air from speech. This may help him localize the sound.

(5) Speak in single words or short sentences; repeat often. Familiar speech may be easier for the child to follow.

(6) If a child makes a noise, make the same noise back, allowing him to see, feel and hear it.

(7) Acquaint the child with his"speech helpers."

INTRODUCING THE CHILD TO HIS "SPEECH HELPERS"

Speech often will not come to retarded children without effort, and it may be difficult to make them cognizant of their mouth as a "noisemaker."

(1) Use a large puppet with movable lips. Open and shut the lips. Allow the child to watch and feel as you, the teacher, open and shut your lips in the same manner.

(2) Make faces at the child.

(3) Place the child before a mirror and encourage him to make faces with you.

(4) Make a huge paper head with removable features (from a box, styrofoam or paper). Name each feature while attaching or removing it.

(5) Make up songs (such as "Here We Go Around the Mulberry Bush") emphasizing features.

(6) Have the child imitate specific tongue movements in a mirror.

    (a) Stick tongue out.
    (b) Move tongue up and down, side to side, around and around.
    (c) Click teeth together.

NOTE: This section does not mean to imply that children should be taught individual sounds. Rather, the primary objective is to encourage more speech, even though it may not be as clear as it should be.

COMMUNICATION

Communication does not mean simply speaking. The mentally retarded child may communicate in several ways, and it is important to be aware of and watch for these means of communication. Any type of communication needs to be acknowledged.

(1) Gestures

Many mentally retarded children may never talk out loud; others may speak inadequately. Thus, these children may develop a language of gestures which need interpretation. Gestures are also important as a means of clarification to those who can speak aloud. Use gestures when speaking to the children and acknowledge theirs. Probably the most common gestures are a shake of the head for "no" and a nod for "yes."

(2) Change of Posture

Some children attempt to call attention to themselves through a change in posture. This may be a conscious or an unconscious effort on their part.

(3) Activity

A child's activity at a given time can relate different things about him. For instance some children use activity to express feelings, get attention, or ask for something. It may take hours of observation to learn to interpret what a child may be communicating.

(4) Noise

Noises can amuse, irritate, bore, or thrill us. Children may sense this as they often make random noises as a means of communication.

(5) Speech

Some mentally retarded children can express themselves with words. It is important this type of communication be recognized and reinforced to encourage the child to try words again. In this way he may be encouraged to make a habit of talking. The fact that he said something should be the major concern - not how clear the words are.

NOISE

Any noise a child makes with his mouth is a good noise. It may sound ugly, boring, awful, ridiculous, irritating, or never-ending; but it is a good noise and may some day lead to the formation of a word.

"Pre-speech" noises should be encouraged.

(1) Make the noise back to the child so he can hear it.

(2) Play games (car, airplane, drum, etc.) using the noise.

(3) Make these noises through a mailing tube.

(4) Chatter, "ooo" and "ah" the noise while bathing or dressing the child.

(5) Pause after or between making noises to provide a chance for the child to respond, even though he may not do so.

HELPING THE CHILD LEARN TO TALK

(1) Talk to him - you are his pattern.

(2) Speak in simple sentences.

(3) Speak slowly.

(4) Speak clearly.

(5) Be enthusiastic when speaking.

(6) Name objects (even familiar ones) whenever handling him.

(7) Provide experiences for the child to listen as you go about daily routine activities.

    (a) Tell short stories
    (b) Say poems
    (c) Sing
    (d) Make funny noises
    (e) Whistle
    (f) Hum

(8) Use many interjections in speaking to the child. These usually hold more attraction for the child, and they are more likely to be repeated. Interjections are usually said with emphasis and are accompanied by strong feeling. Some examples are: Whee! No! Oh, boy! Get it! Boom! Kerchoo! Boo! Hi! Ouch!

(9) If he does talk, avoid interrupting him.

(10) Include him in conversation often.

(11) Read to him. Reading means telling him about the pictures, not always reading the actual print.

(12) Talk to him in such a way that he has a chance to talk too. When he shows interest in an object, look at it with him for a while. Name it. Make a brief remark about it. Give him a chance to say something. Often he will talk to fill the silence.

(13) Non-speech activities are important too. Allow him to help clean the blackboard or empty waste baskets.

(14) Do not be overly concerned about how "clear" his speech is.

(15) Help him enjoy listening and speaking experiences. His speech will develop at his own rate. Do not push him to talk.

(16) Acknowledge any attempt a child may make to communicate by:

    (a) acting on the child's request;
    (b) responding to his speech with some sign that you have heard. This could be with a smile, a nod, or with speech.

III. SPEECH IMPROVEMENT FOR THE EDUCABLE MENTALLY RETARDED

GENERAL CONSIDERATIONS

Nature of Defective Speech

It is difficult to briefly discuss defective speech and speech problems. Berry and Eisenson state that, "Subjectively, an individual's speech is defective if more attention is paid to how he speaks than to what he says." This definition places the emphasis on the listener and his reaction to what he hears and sees while the speaker is talking. From the point of view of the speaker, speech may be defective if he is excessively self-conscious or apprehensive in his manner of speaking. Any speech deviation becomes significant if it interferes with the speaker's social adjustment.

Berry and Eisenson suggest that speech may be considered defective if it is characterized by any of the following to a significant degree.

(1) It is not easily heard.

(2) It is not intelligible.

(3) It is unpleasant to the listener.

(4) It deviated in respect to specific sound (consonant, vowel or dipthong) production.

(5) It is labored in production, or lacks either conventional rhythm or stress, tonal quality or pitch change.

(6) It is linguistically deficient.

(7) It is inappropriate to the speaker in terms of age, sex, or physical development.

(8) It is visibly unpleasant.

Speech is a developmental process. (See chart on acquisition of speech sounds.) Full mastery of articulation skills are not reached by many normal children until they are about 6-8 years old, and the process of acquiring speech sounds is definitely slower in retarded children. Betts concluded that retarded children in the IQ range of 50-70 continue to improve their articulation skills between the ages of 7 and 11. The children with higher IQ's mature more rapidly in articulation than those with lower IQ's.

Incidence among mentally retarded children of speech problems has been found to range widely depending on the intellectual range being studied and depending on the criteria used to define "speech problem" in the particular survey.

What consonant sounds should the children be able to make? The following may give you some indication of normal speech acquisition skills. (Note table on the following page.)

Even though children in primary classes are older chronologically, their mental ages may be used for comparison.

3½ years of age b, p, m. w, h

4½ years of age d, t, n, g, k, ng, y (as in you)

5½ years of age f

Mastery of the above sounds is the most that could be expected from primary children. However, some children will have mastered many more sounds than these.

Most children in the intermediate classes do talk. Some probably speak freely while others may be shy and withdrawn. These children mix easily on the playground and increasingly show more independence and will deliver messages to other teachers. Effective speech training should include improving speech skills in social experiences. Mentally, these

LANGUAGE DEVELOPMENT OF THE CHILD

(Age in Years)

Measure of Development	1	1½	2	2½	3	3½	4	4½	5	5½	6	6½	7	7½	8
	(Age in Months)														
	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96
Appearance of Individual Sounds	(The indicated age of appearance of the individual sounds represents the upper limit of normality. Any sound may-and frequently does-appear before the age indicated.)					(m), (b), (p), (h), (w). All Vowels of English		(k), (g), (n), (ŋ), (j), ng, y		(i)		(v), (ʃ), (ʒ), sh (l), (Ʒ), ~~th~~.		(s), (z), (r), (hw), wh, 𝒾, (θ), th, (dʒ), (tʃ), ch	
Numerical Size of Vocabulary	First Word	20 to 100 words	200 to 300 words		900 Words		1500 words								
Word Type (Each type appears with the most common at the top.)	Nouns	Nouns and some Verbs and Other Parts	Nouns, Verbs, and Other Parts		Nouns, Verbs, Pronouns, and Adjectives.		Verbs, Pronouns, Nouns.								
Sentence Length in Words		Single Word Sentences	Two Word Sentences		Three Word Sentences										
Percentage of Intelligibility of Child's Speech		25%	66%		90%				100%						

Adapted from J.K. Duffy and J.V. Irwin, Speech and Hearing Hurdles (Columbus, Ohio, School and College Service, 1951), p. 11

children may be at age six or seven, but physically they are closer to their chronological age. It is important to stress a favorable attitude toward speech, and this can be done by implementing speech lessons that are both fun and useful. Choral speaking, puppetry, and creative dramatics are fun and will help stimulate the imagination of the children. Conversation, oral reporting, and role playing will prepare the pupils to participate orally.

Voice problems will range from inaudibility to uncontrolled loudness. Other commonly noted speech faults will include slurring and omitting final sounds, substituting and distorting sounds, and problems of stress, phrasing and intonation.

Communication should always be made a rewarding experience; the speaking situation should be a pleasant one.

The child should be stimulated verbally with short sentences and simple sounds.

The student should be encouraged to name objects and persons in his environment.

Speech goals should be realistic -- within the child's capabilities.

The development of language should be pursued before specific work on articulation development is begun.

The cooperation of parents and teachers is a prime requisite for success in speech improvement.

Language skills should be taught in the setting in which they are to be used. Role drill is usually meaningless, and more progress generally will be made through the use of tole-playing, creative dramatics, stimulated social situations, etc.

Speech work should make use of all sensory avenues. The child should be helped to see, hear and feel speech (as mentioned before in more detail).

There must be much routine within a formulated speech program so that the child knows what to expect, how to respond.

Repetition of language in a variety of forms will make it more meaningful to the student.

Simple, everyday activities should be utilized, and directions and discussions should be simple and concrete.

Development of listening skills should begin with broad recognition and discrimination activities, proceeding to more difficult sounds and finally to speech sounds.

The child may learn to imitate noises of animals, trains, airplanes, etc., as part of learning to be aware of sound.

Activities must be appropriate to the mental age of the child and appropriate to his attention span.

Retarded children exhibit considerable variance in their rate of speech and language development. Their ability to listen attentively will also vary a great deal. It is hoped that the following suggestions will complement and facilitate the work already being done in the classroom. Goals for speech improvement should be kept within reason. Forcefulness in making a child talk will often inhibit verbalization and cause frustration. Presenting an environment conducive to speech improvement is an important factor. Some children may not be ready to speak in social situations due to their state of development. Classroom activities should then center around "readiness" activities.

The classroom should be one in which the child feels free to speak. Encourage all first attempts at speech however feeble and inaccurate they may be. Children should find the teacher both a willing and a sympathetic listener. Frequently, these children have had few "sympathetic listeners" and are starved for this type of experience and attention.

PROGRAM

(1) Classroom activities: Activities that provide opportunities for informal speaking situations will stimulate the desire to speak, for example, dramatic play built around familiar situations. It may be necessary for the teacher to participate in the play or make suggestions to get the class started.

(2) Conversation: A child may not want to talk unless he has something to talk about. It may be necessary to give the child a concrete experience for encouragement, e.g., show him a funny picture; hand him a toy or object; or go on a field trip. Encourage children to bring objects of interest from home to use as conversation pieces during a "sharing period." Toy animals, dolls, or puppets will often stimulate a child. Field trips should be followed immediately by conversation about the experience.

(3) Vocal Play: New sounds can be learned and reinforced by vocal play. This refers to repetition of a sound (p-p-p), nonsense syllables or words. With the younger children it is more meaningful to give the sound a name in vocal play, e.g., p-p-p (motor boat sound). Many stories and poems for young children have vocal play refrains.

(4) Finger and Action Plays: Many nursery rhymes, jingles, and songs provide speech stimulation. These are additional ways of encouraging speech development as well as providing auditory training.

(5) Listening: Mentally retarded children need direct training in

listening. The more practice they have in distinguishing sounds of all kinds, the more easily they will give attention to learning to speak, read and write. Learning to listen proceeds from the development of an awareness of sound in general to an awareness of the differences between sounds.

ACTIVITIES

DEVELOPMENT OF LISTENING SKILLS

Initially have the children close their eyes and become aware of their environment. What noises do we hear inside? outside? (Example: radiator noise, scraping chair, cough, scuffing feet, car horn, train, wind, birds, crickets.) Each time they "listen" they will be able to identify more sounds than previously. After they become adept at this, have them:

(1) Recognize familiar objects by sound: whistle, watch, bell, car horn.

(2) Recognize tones: identify cowbell, dinner bell, bicycle bell, etc.

(3) Recognize sounds made when familiar materials are tapped: wood, metal, cloth, cardboard.

(4) Recognize rhythms: "What did I do?" Have children close eyes while "It" runs, skips, jumps or marches. The others guess what they heard.

(5) Listen to songs.

(6) Recognize classroom sounds: knock on door, tap pencil on desk, write on chalkboard.

(7) Recognize animal sounds (use tape recorder for sounds).

(8) Listen to speech:

(A) Teacher tells the students to listen carefully. When she says, "Bring me the chalk (or book)," the child must follow the directions. If she says "Bring me the wall (or window)," they must sit quietly.

(B) "What's my name?" One child is sent outside the door and blindfolded. When he returns, the teacher points to a child who says "Who am I?" The child must identify the classmate and then select one to be "it."

(C) Recognizing specific sounds (example /f/). Teacher shows picture of mother, brother, sister and father. Children tell which picture has /f/ in it.

(D) Recognizing sound in sentence (example /f/). Teacher says, "This little boy lives on a farm." Children may be asked to clap, hand raise, tap or other signals to identify the desired sound. Children who can write may be asked to write the word containing the sound.

(E) Distinguish between various degrees of volume as an aid to developing volume control. Children learn to identify whisper, conversational voice, classroom voice, and outdoor voice.

STORY TELLING

The use of a story approach is a good technique for improving listening habits and providing opportunities for practicing improved speech skills. Try numerous variations to the story approach.

Share and Tell: Individual children tell the class about personal experiences or show objects of interest brought from home.

Reporting: Individuals tell about class experiences such as a field trip or other class experience. The experience chart in the classroom could be used as well.

Telling Stories: Pupils retell stories previously told by the teacher or tell stories from library books.

Time spent in storytelling should be carefully planned and directed toward specific objectives. If they are not, they will not be profitable. Development of a basic outline for stories or reports and encouraging children to use this approach is important. Retardates may have information to share, but when asked to tell a story, they have difficulty formulating ideas and organizing them in logical order. A simple outline giving these children specific questions to answer will help.

For Share and Tell:

What do I have to show?

Where did it come from?

What is it used for?

Is there anything special about it?

What does it look like?

For Reporting About an Experience or Telling a Story:

Who are in the story?

Where are they?

What happens?

How does it end?

These outlines need to be prepared, keeping in mind the needs and abilities of the class. First attempts at reporting should be based on only one question, i.e., where did we go yesterday? As children progress, gradually more points can be included.

Pupils then need direction in evaluating themselves with reference to posture, audience contact, voice, clarity of speech and content of material. A simple evaluation chart such as the following can be used.

(1) Did I stand nicely?

(2) Did I look at everyone?

(3) Was my voice loud enough?

(4) Was my voice pleasant to hear?

(5) Did I speak clearly?

(6) Did I tell the whole story?

A picture chart of the above can be used for nonreaders.

Children are sensitive to negative criticism. Their successes should be highlighted during the evaluation period and every effort rewarded by praise. After good points have been stressed, point out things that need improvement. The tape recorder could be used effectively to aid in evaluation.

Do's and Don't's of Storytelling:

DO

(1) Begin simply and develop storytelling ability gradually.

(2) Plan each "Share and Tell" or "Reporting" period carefully with definite objectives.

(3) Be selective in use of this period and call on children only when they have something interesting to share.

(4) Plan reporting sessions only when there is something worth reporting.

(5) Guide children in choice of topics.

(6) Keep reporting sessions brief.

(7) Remember the limitations of the children and the wide ability

range within the group. Some may not be able to contribute more than a one-sentence "story." This should receive as much praise as a full story from those with greater ability.

(8) Encourage use of visual aids and demonstrations.

DON'T'S

(1) Ask child to tell stories or give reports before they are able to do it with a reasonable degree of success.

(2) Use "Share and Tell" or storytelling as busy work for the class while teacher directs his attention to something else.

(3) Overdo use of "Share and Tell" and reporting.

(4) Allow reporting periods to become a daily routine.

(5) Allow children to bore others by dominating the period or talking about uninteresting topics.

(6) Feel that each child has to be called upon each day.

(7) "Push" or exert too much pressure in an attempt to get results.

CREATIVE DRAMATICS

This type of speech stimulation provides opportunities for free verbalization at individual ability levels. Its prime purpose, then, is self-expression. Rhythms and mimetic games used as "readiness" activities are first steps in developing creative dramatics for retardates. Role-playing activities and choral speaking accompanied by dramatization represent more advanced forms. In general, the approach to dramatization in the classroom should be a gradual development progressing through these stages:

(1) Group pantomime

(2) Individual pantomime

(3) Group speaking of dialogue

(4) Individual practice of dialogue

(5) Dramatizing short scenes from stories or life

(6) Presenting dramatizations for a familiar audience

(7) Participating in plays in cooperation with pupils from other classes.

The following activities are suggestions for pantomime. The class may do these as a group or individually with children guessing the activity being carried out.

A. Pantomime involving gross movements:

Ironing
Bouncing balls
Shoveling snow
Reading a book
Climbing stairs
Picking flowers
Sweeping
Opening and closing a door
Sitting and standing gracefully

B. Pantomime involving more control:

Putting books on a shelf one at a time
Setting a table
Carrying a lunch tray
Washing and drying dishes
Hanging ornaments on a Christmas tree

C. Pantomime involving fine control:

Writing a letter, folding it, putting it in an envelope, sealing and stamping it
Tying shoe laces
Typewriting
Hanging clothes on a line
Wrapping and tying a package

D. Pantomime for characterization:

Skipping like a happy child
Entering room like Cinderella's price or like Superman
Knocking on door like Red Riding Hood or like Batman or Robin
Climbing from under the bridge like the ugly troll or lime moon monster

E. Dramatic play crossing streets properly

With the patrol or policeman
With lights
Alone

Puppets can be used to dramatize a short story. Such props are especially effective with children who find it difficult to speak before a group and they seemingly help the self-conscious child. The following are suggested steps for preparing a story for puppet dramatization:

(1) Read story to class.
(2) List characters.
(3) Make puppets.
(4) Outline action of story in pictures or sentences, depending on age level.
(5) Improvise and discuss dialogue.
(6) Plan movement.
(7) Practice movement and dialogue.
(8) Present to class.

Role Playing Suggestions:

(1) The children dramatize a policeman helping school children across the street.
    (a) The policeman must stop traffic.
    (b) The policeman looks all ways for traffic.
    (c) The policeman sees that the children are safely across the street.
(2) The children dramatize the policeman helping in an emergency situation, e.g., burglary.
    (a) Have one child pretend to steal an object.
    (b) Another child calls the police and tells them when,

where, and what happened.

(3) The children dramatize the policeman helping in another emergency situation, e.g., an emergency first aid situation.

    (a) One child pretends to be injured, e.g., bicycle accident.

    (b) Another child gives the pertinent information regarding the accident and the identifying information regarding the injured child.

    (c) Another child pretends to be the policeman giving first aid, taking the information, etc.

(4) The children dramatize the policeman giving a traffic ticket to someone who has been speeding or illegally parked.

    (a) One child pretends to be the policeman who explains to the violator what he has done wrong. Have the policeman gather other pertinent identifying information such as the driver's name, address, etc.

    (b) Have another child pretend to be the driver who gives the identifying information.

(5) The children dramatize helping in an emergency situation, e.g., a lost child.

    (a) One child pretends to be a policeman attempting to gain identifying information from a lost child.

    (b) Another child pretends to be the lost child who gives the information.

    (c) The use of the phone could be emphasized in this role playing situation by having the policeman call the parents of the child.

(6) The children dramatize the policeman helping strangers in town who need directions to a specific place in the town.
    (a) One child pretends to be the stranger in town seeking directions to the post office, hospital, etc.
    (b) Another child pretends to be the policeman who gives these directions.

IV. SPEECH IMPROVEMENT AND THE TRAINABLE MENTALLY RETARDED

GENERAL CONSIDERATIONS

Trainable retarded children are quite limited in their potential for development. They are likely to have multiple handicaps. Many of these children take medication as a means to control excess hyperactivity and, as a group, their attention span is short. They are likely to have peaks and valleys in their development, i.e., their performance may vary greatly from one area to another. These children often have sensory problems especially with vision and hearing.

According to Bernice Baumgartner, inability to express himself and be understood by others constitutes perhaps the strongest inhibiting force in the life of the trainable mentally retarded child. Consequently, communication with others becomes a prime objective, at home and at school. Verbal communication is the core of the educational program for the trainable mentally retarded child and is the key that unlocks the door to social adjustment. Language is important in the trainable child's life, but he is usually markedly deficient in ability to follow verbal directions and in ability to communicate verbally with others.

Socialization Suggestions

Retarded children may enjoy expression of their individual imagination to make up their own games for entertainment; however, they frequently lack sufficient leadership ability and influence to involve their classmates to a great extent in this play. The teacher can help by giving much encouragement and providing opportunities for creative play, dramatization, and other possibilities for the child's talents to be revealed. Suggestions are:

(1) Dramatizing a story that is suggested through the use of pictures. Select pictures that relate everyday experiences.
(2) Toys that motivate dramatic expression such as telephones, puppets, trucks, fire engines, dolls, dishes and clothing for "dress-up" play.

Actual experiences are the most effective means for increasing the child's conceptual vocabulary; however, much can be done to supplement this through the use of pictures, magazines, and story books.

Listening Suggestions

The ability to distinguish differences in sounds may be developed by first learning to give very basic responses to sounds. Children may be asked to listen as some noises are produced by toys. They may then indicate which of the toys made each sound. The game may be played as follows: The teacher instructs the children to listen as the noise is made by a toy. The group of toys will be left in view of the children while a duplicate set of toys is hidden behind a screen. As a sound from one of the hidden group is produced, the children may take turns pointing and telling which toy made the sound.

Recordings of animal sounds may be prepared through the use of a tape recorder. As each animal sound is introduced, a picture of the animal may be shown to the children. All of the pictures may then be arranged on the bulletin board in the room. As the taped sounds are presented, the children can point, tell, or dramatize to indicate which animal made each sound.

Another possibility would be to use the experience chart. List sounds such as those heard outdoors, at school, and at home. Under the heading _Sounds Heard Outdoors_, would be included fire engine, train, lawn mower, plane; _Sounds At School_ would include a ball bouncing, a hammer, birds, pencil sharpener; _Sounds Heard at Home_ would include a vacuum cleaner, telephone, clock, food mixer, tea kettle.

General Speech Suggestions

The goals of a language development program in the TMR classroom must, because of the limited ability of the children, be directed toward developing a communication system which is functional for conveying thoughts but which may be primitive in grammar, articulation, etc.

In teaching trainable children to talk, the goal must be good usable speech. Julia Molloy suggests in _Teaching the Retarded Child to Talk_, fourteen general speech and language objectives for the retarded child.

(1) Say his name.

(2) Make his wants known.

(3) Communicate his ideas and listen courteously when others talk.

(4) Say "please," "thank you," "you're welcome," "excuse me," "goodbye."

(5) Participate in conversation.

(6) Accept and give a compliment.

(7) Take leave of a party hostess.

(8) Greet and say goodbye to guests.

(9) Make a phone call:

(a) to the doctor

(b) to the fire department

(d) to a friend and get to the point.

(10) Accept and deliver a message.

(11) Listen to stories and short poems -- and respond with context.

(12) Whisper.

(13) Take parts in some dramatics, especially with puppets.

(14) Give directions gently and clearly. The child can be a very good helper but must learn not to bark orders, but to speak gently when in authority. This is especially important when an older child is called upon to help with younger children in school.

Not all trainable children will succeed in each step of this list of goals for useful speech. Attainment of any one step is a significant achievement. The degree of success at each level varies with the individual child. These achievements should serve as guideposts to communicate usefully with people.

Although it is generally thought that a retarded child develops oral communication in much the same pattern as the normal child, but at a slower rate, one must consider some basic differences between the normal and severely retarded child which have a significant bearing on the development of speech.

Many retarded babies are "too good." Since they seldom cry for attention, there is a possibility that they are not played with as much as the more demanding child. On the other hand, some retarded children are so restless that they literally wear their mothers out; as a result mother and baby don't have a chance to play. In either case a lack of stimulation, as well as the mother's feelings and doubts, can shadow the development of speech.

Although all children go through a stage of echoing words they hear, this stage is rather short-lived with the normal child. However, the retarded child, who may enter the phase at the same time, may continue to echo words for a period longer than six months. These words may be quite exact in articulation and voice quality yet have no meaning for the child. For example, if you asked, "Where did you go, Tommy?", he might answer in much the say way, "Where did you go, Tommy?" One should not be mislead, then, by the fact that the child is "using speech" when this "speech" has no meaning for him. Therefore, the trainable retarded child should be helped to learn to understand speech, rather than only being concerned with how he learns to produce sounds and words.

The first step in learning to attach meaning to sounds is teaching the child to listen. This may take considerable time and must be done carefully, step by step. The many environmental sounds such as the telephone, vacuum cleaner, fire siren, etc., must be taught so that the child will associate proper meanings with these sounds. Failure to attach meaning to sounds could result in danger to the child, since he may not be able to show respect for his own safety. In some classes there may be children whose communication skills are this limited and a great deal of time should be spent teaching them to listen. Even at more complex levels of speech and language development, listening is crucial; therefore, improving listening skills should always be a major consideration. An important thing to remember in helping the child to attach meaning to words is to use short and simple remarks rather than complex statements the child cannot understand.

After the child has learned to listen and attach meaning to the word-sounds he hears and attempts to say, concern should then be with how he says these things.

The first words to be taught should deal with safety and comfort. The child should know his own name. If he is unable to say his name, he should wear a metal identification tag and should be taught to show this when he needs assistance. He should be taught to know and obey words such as "potty," "no," "come here," "hot," etc. Keep these words easy-to-say and consistent with what is used at home.

Several trainable class teachers have found it helpful to send a questionnaire home to the parents or to make a home visit and complete a questionnaire with the parents which includes the names and ages of all close relatives, birthdays, pets, favorite toys, favorite foods, common expressions; words used for safety and comfort; methods of discipline, etc. The child will benefit most from a consistent approach, and such information will enable the teacher to work well with the parents. In addition, the teacher will learn some important aspects of the child's life and will thus be able to provide some individual stimulation. Finally, the parents may take a more active interest in the child's total learning experience.

Teach the child to say "real words with meaning" in addition to those dealing specifically with safety and comfort. Begin with objects that he can name.

Stimulate the child by using an object. Let the child hear the name of the object, see and feel it, and imitate the production of the word. Always begin with real objects that are familiar to the child. As he begins to respond, pictures may be used, but the reality of the objects helps convey the meaning. Later, the child will learn to transfer meaning from the object to a picture of the object. Concepts such as colors, big and little, hot and cold, etc., are important too. Again, try to use objects so that the child can "experience" the concepts. Verbs can be taught through action pictures and should deal with concrete actions such as "shopping," "painting," "running," etc.

Some children may need help with specific sounds. However, breaking words down doesn't seem to be of particular help. In addition, many severely retarded children may never learn to say some consonant sounds very well. Rather than isolating these sounds, it is better to play a game, say a poem, or sing a song that leads the child to mimic the sounds. Do not correct the child's speech until he is using a lot of words comfortably. The most important goal should be helping the child to use meaningful speech to convey his feelings and perfection should always be secondary.

Voice quality should receive as much consideration as articulation, i.e., loud or soft, high or low, and how pleasantly the child talks. A gentle tone of the teacher's voice will be the most help. A tape recorder will help the student compare his voice with the teacher. A puppet can be helpful for imitating changes in intensity and pitch. Singing provides another avenue for adding variations. Rate of speech may also be a problem. Poems and beating rhythms of songs are useful for helping the child become aware of rhythmic patterns of speech.

A word should be said about the use of mimicking, for it may cause problems. A child may entertain the entire class as well as others in the community by mimicking in detailed jargon entire television commercials, telephone calls, etc., using the same melodies, dramatics, and rhythm they have heard. Granted, this is entertaining but it should not be encouraged, since this will be difficult to stop once it has begun and will only hinder progress for good usable speech.

For a child who has no verbal speech or language and does not seem to be making any progress toward developing verbal communication but has a rather elaborate gesture system, it may be unrealistic to attempt to teach him to communicate his wants and needs verbally. The most important consideration is that he does learn to communicate his needs. While verbal communication should be encouraged, attempts should not be made to eliminate the gestures.

Remember to strive for good, usable speech, and not perfection. As with other aspects of educating these children, patience and endurance seem to be the keys to progress.

DO'S AND DON'TS

DO count every opportunity that comes along. Young retarded children will parrot or mimic the sound of counting. The numbers do not actually mean anything to them until they are trained to have some concepts of what numbers mean. This rote counting (as the parroted counting is called) will be helpful later on. Count things whenever possible, in a sort of sing-song way. For example, when picking up his shoe and his socks, say, "One-two-two shoes." Count the chairs as they are placed around the table. Count the forks as they are put down.

DON'T interrupt the child if you don't want him to interrupt you.

DO give the child time to answer a remark addressed to him.

DON'T always answer for him.

DO remember the retarded child does not have much imagination. Stories must be real. He will listen better if the stories are about him.

DO select very short stories.

DO read Mother Goose rhymes and jingles. Read the familiar ones over and over again. When the child has started to say words, read favorite poems and leave out the last word (keeping your voice up) so he can say the last word. For example: Little Bo (stop) -- child says "peep"; Has lost her (stop) -- child says "sheep," etc. The words may not be too good, but it's fun and the child will be delighted.

DO play with hand puppets. Use two puppets. Start out just having one puppet bow, and have the child's puppet do the same thing. Many kinds of enjoyable things can be done with a pair of puppets.

DO have fun and let the child know you really are having fun.

DO assemble all the material to be used for a lesson so you don't have to interrupt it to go and get something. Once the child's attention has been captured, do not distract him.

DO work at a table that is clear of all objects except those the child is to see.

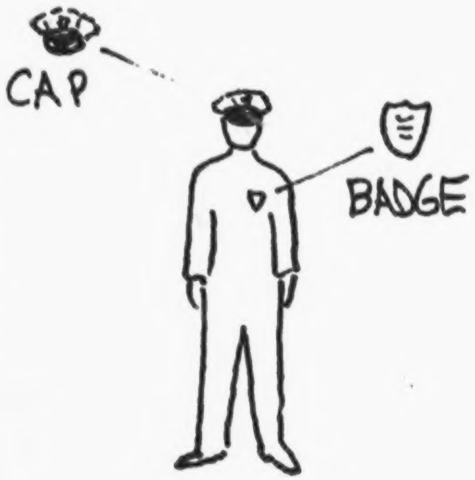
...SAMPLE LESSONS...

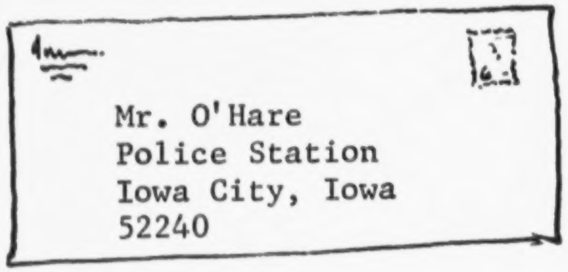
TRAINABLE MENTALLY RETARDED

SAMPLE LESSONS FOR TRAINABLE MENTALLY RETARDED

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
Lesson I			
1. To teach the duties of the policeman 2. To improve listening skills and comprehension 3. To encourage class discussion	1. Introduce lessons by saying, "Boys and girls, today we're going to begin learning about a person who is very important. He does many things to help us. He is called a 'Policeman.'" 2. Read book, Policeman Small. (Have children sit in a semi-circle near the teacher so they can see the pictures.) 3. Follow-up of story using the experience chart: "Can you remember the policeman's name? Let's see how many things we can remember that Policeman Small did to help people." Encourage the class to volunteer suggestions. Follow up by writing a picture sentence on the experience chart. 4. Teach the class a fingerplay for reinforcement, "Five Strong Policemen." Five Strong Policemen Five strong policemen standing by a store. (Hold up hand, fingers extended) One became a traffic cop and then there were four. (Bend down thumb) Four strong policemen watching over me. One took home a lost boy, and then there were three. (Bend down one finger). Three strong policemen dressed all in blue. One stopped a speeding car, and then there were two. (Bend another finger). Two strong policemen. How fast they can run! One caught a bad man and then there was one. (Bend down another finger). One strong policeman saw some smoke one day.	Policeman Small; Lois Lenski; Henry Z. Walck, Inc., 1962. Suggested alternative book - What Do They Do?; Carla Greene; Harper & Brothers: New York, 1962. Rhymes for Fingers and Flannelboards; Louise Binder Scott and J. J. Thompson; Webster Publishing Co.: St. Louis, Mo., 1960.	NOTE: With the trainable group experience charts should make use of pictures and perhaps simple stick figure drawings to supplement the simple sentence structure--use your own imagination. The following suggestions should serve to illustrate the ideas you might reinforce on such a chart: The Policeman The policeman is our friend. He helps us in many ways. He helps us cross the street. He helps at fires. (Continue with other duties as described in Policeman Small.)

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	He called the firemen who put out the fire right away. by Dorothy Prochnow from Rhymes for Fingers & Flannelboards, p. 25.		
Lesson II 1. To review the general topic and some of the duties of the policeman 2. To stress general improvement in articulation skills 3. To stress rhyming words 4. To stress rhythm as associated with word patterns	1. Teach a song to the children. First, sing the song. Oh, Do You Know Policeman Small? Oh, do you know Policeman Small? He is the nicest friend of all! He tells the cars to stop and go, Or keeps them waiting in a row. He never lets them go too fast, He helps the people walking past. If I get lost, he's by my side. In each parade he likes to ride. Oh yes, I know Policeman Small, He is the nicest friend of all! He is the nicest, nicest friend of all! 2. Write the rhythm on the experience chart. Explain slow and fast and have the children clap as you point to the chart. Then sing the song and have them clap. 3. Have them repeat each line with you. 4. You may wish to emphasize the rhyming words. As they become more familiar with the words you may wish to have them fill in the missing word. NOTE: In following lessons, similar procedures may be used with the suggested songs to reinforce and reemphasize the objectives of this lesson.	Songs: "Oh, Do You Know Policeman Small?" from Policeman Small, Lois Lenski; Henry Z. Walck, Inc.; 1962, p. 1. Music and words for this song are included in Materials for Duplication to Accompany "Speech Improvement for the Mentally Retarded"	Do You Know Policeman Small? /__ __ __ /__ __ __ short long long long short long long long /__ __ __ __ __ __ __ /__ __ __ __ __ __ __ /__ __ __ __ __ __ __ /__ __ __/__ __ __ /__ __ __ __ __ __ __ /__ __ __ __ __ __ __ /__ __ __ __ __ __ __ /__ __ __/__ __ __ /__ __ __ __ __ __ __ /__ __ __ __ ____ ____ ______ ______ ______ very long

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
Lesson III			*What the Policeman Wears*
1. To teach vocabulary related to policeman's clothes and equipment	1. Using the experience chart (as explained in that column), ask the children to find various things such as "badge," "cap," "gun," "cuffs," etc.	Picture Glossary (Included in Materials for Duplication to Accompany "Speech Improvement for the Mentally Retarded")	Enlarge the picture glossary and paste picture of each item as well as the word on the chart. In the center of the page, use a larger picture of a policeman in full dress and draw lines from the small items as the class finds the same thing on large picture. For example: 
2. To increase ability to recall items	2. Play the game, "What's Missing?" Put several objects on the table. Hold a big piece of cardboard in front of the objects and then remove one object. Ask the class to guess "what's missing?" NOTE: Begin with only a few items and as the children improve, increase the number of items.)	Book: *True Book of Policemen and Fireman*; Irene Miner; Children's Press: Chicago, Ill., 1954.	
3. To stress general articulation improvement	3. Riddles "This is something the policeman blows..." (a whistle). If the class is capable of making up their own riddles, they may take turns doing this. If not, they will have fun guessing your riddles.	Real articles (or play facsimiles) of police equipment such as a badge, whistle, etc.	
4. To improve ability to reason (in answering riddles)	4. Have the class make a whistle, using construction paper and yarn.		
5. To stress specific articulation for individual children	5. "Speech Badges"--Cut out a speech badge for each child. Put their name on it and perhaps a picture of something you wish the child to learn. Call out the child's name; he must stand and say the name of the picture.	Speech Badge Pattern (Included in *Materials for Duplication*)	
6. To improve awareness of numbers from 1 to 10	6. Make a "Speech Bingo" game. To play the game, say, "2 under badge." Those with the number 2 under the picture of a badge must cover it up. When the entire card is covered, they say "Bingo."	Speech Bingo Game (Included in *Materials for Duplication*)	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson IV			Iowa City, Ia. Jan. 10, 1968
1. To provide the class with experience of meeting and talking with a real policeman	1. Invite a policeman to visit the class. Have him discuss some of his duties, but especially have him talk about what a policeman must be like (for example, brave, strong, dependable, etc.) Ask him to tell about his clothes and equipment.	A policeman from the local area.	Dear Mr. O'Hare, Thank you for coming to visit our class. We would like to come to see you on ________. Sincerely, Mrs. Smith's class.
2. To introduce basic concepts related to letter writing	2. Formulate questions for the children to ask the policeman.		
3. To teach an awareness of detail and ability to describe	3. Write a thank-you letter to the policeman and include a request to visit the police station at a later date. Have the children help you. Talk to them in a simple way about the form of a letter, e.g., "Dear_____ (the greeting), "Sincerely, (the closing), the envelope, stamp, address, etc.		 Mr. O'Hare Police Station Iowa City, Iowa 52240
	4. Review the policeman's visit by asking the class to tell you the thing they liked the most about what the policeman told them.		Mr. O'Hare his photo
	5. Have students draw a picture about what they learned.	A full-length color photo of the policeman who visited the class	Mr. O'Hare is a policeman. He is tall and thin. He has brown eyes. He wears a blue uniform, etc.
	6. Review by writing a description of Mr. O'Hare (see experience chart).		
Lesson V			Traffic Signals
1. To teach awareness and develop association between meaning and shapes and colors of signals	1. Ask, "What is this?" (Hold up the traffic light made from a shoe box.) Uncover the red circle. "What color is this? What does it mean when we see it?" (Do the same for the other colors). Point out the corresponding information on the experience chart.	Traffic light - directions for making this are included in Materials for Duplication	○ Red means Stop. ○ Green means Go. ○ Yellow means to Wait. WALK means I may walk. DON'T WALK means I must stop.
	2. Have the children come up and demonstrate		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson V (Cont'd.)	with the signal what you direct. For example, "Judy, show us 'go'."	Duplicated pictures of traffic light	Rhythms as shown in Lesson II.
	3. Give class a duplicated picture of a traffic light. Instruct students to wait until you give the signal. Then say, "Put your finger on the top traffic signal. What color tells us to stop? Let's all color the top circle." (Make sure that the children are all with you at each step.) Continue in the same manner for the following two signals.		
	4. Teach the class songs about traffic signals and policemen. (Follow the procedures outlined in Lesson II.) The songs, "Stop, Look and Listen," "I'm a Traffic Cop," "The Policeman," and "Watch the Lights," are good. These songs are from THE KINDERGARTEN Book of Our Singing World series, published by Ginn and Company.	Music and words for songs are included in Materials for Duplication	
	5. Demonstrate and discuss the policeman's signals for Stop, Go, Salute, etc.		
	6. Have class make a policeman puppet. Call out an order and have the children make the policeman obey. Repeat, having the children call out the order.	Policeman Paper Bag Puppet instructions (Included in Materials for Duplication).	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson V (Cont'd.)	7. Teach the children the song about the traffic policeman, varying the speech once they have learned it as suggested. The Traffic Policeman He stands in the middle of the street, Where he plainly can be seen, And he waves to stop when the light is red, And to walk when it is green. 8. Make large signs such as "stop, caution, school crossing, railroad, no passing, hospital zone, no parking, one way, etc." Discuss the meanings of each of these and review them often.	Song: "The Traffic Policeman" from Music for Young Americans; Berg, Burns, Halley and Pace; American Book Co.: New York, 1959; p. 23. Music and words for this song are included in Materials for Duplication Construction paper Magic markers	
Lesson VI 1. To review traffic signals 2. To increase class participation and spontaneity 3. To stress gross sound discrimination	1. Dramatize a busy street intersection. Tape sheets of newspaper on the floor to represent the streets and corners. Appoint one child to operate the traffic signal and another to be the policeman. Let other children pretend to be the cars, trucks, people, etc. Have the signal man and policeman give the directions and have appropriate lines of traffic stop. Encourage those who are "cars" and "trucks" to make car and truck sounds. Encourage those who are "people" to talk with each other.	Traffic signal from Lesson V. Other traffic signs made in Lesson V.	Use chart from Lesson II.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	2. Tape record city sounds and have children identify them.	Tape recorder Tape recording of city sounds.	
Lesson VII 1. To teach correct action in case of an emergency 2. To teach the importance of knowing own name, address, and phone number 3. To increase awareness of self and others through description 4. To emphasize the policeman's duty of helping to find lost children	1. Play the game, "Policeman and the Lost Child." The children are seated in a circle. One child is chosen to be the policeman. The teacher (or a child) pretends to be a mother who has lost her child. She describes in detail the clothes the child is wearing, as well as the child's general characteristics. The policeman listens, then looks around the circle and finds the child answering the description.		When We Need Help 1. Call O. Listen for the operator. Say, "I need help. Give me the police." 2. Tell the policeman a. What is wrong b. Your name c. Your phone number d. Your address (NOTE: This is something you will have to gear according to abilities in your class; however, every child should be taught how to get help one way or another.)
	2. Show children how to use the telephone. After explaining how to hold phone, show them how to Dial O for operator. Tell them to be sure to wait until the operator answers. Then ask the operator for the police. Give information described on experience chart. Have members of class practice doing this. (Perhaps those with more limited information could be taught to say "Help" or/and repeat phone number.	Telephones - two-way phones available from Northwestern Bell. Posters and filmstrips on emergency calls (as well as other aspects of the phone) are available in the Telezonia program.	
	3. Plan a dramatization: Have the children take turns being a policeman and have the others pretend they are lost. The lost children must give the policeman pertinent information such as name, address, phone number, father's name, etc. For those with minimal verbal skills, provide them with metal I.D. tags. Then teach them to show the tag to the policeman.	Chart, How We Get Help, (Included in Materials for Duplication) Some type of I.D. tag (preferably metal bracelet tags) for each member of the class.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson VIII			
1. To familiarize the children with the activities and facilities at the police station 2. To teach some concepts related to time	1. Read story about the activities at the police station and discuss. Be sure to show pictures. 2. Discuss the date of the scheduled visit to the police station (see Lesson IV). Talk about the month, date, name of day, how many days until then, etc. Circle the date on the calendar and count each day. 3. Ask, "What do you think we will see at the police station?" Write experience chart.	You Visit a Fire Station-Police Station; Leonard Meshover; Benefic Press: Chicago, Ill. 1965. Calendar	What Will We See? Policeman (Use pictures to illustrate) Police radio Main desk Jail
Lesson IX			
1. To experience a trip to the police station	1. Class trip to the police station. Take pictures of the various things and use these for review.	Field trip to local Police Station Polariod Camera	
Lesson X			
1. To review concepts taught in the unit 2. To stress ability to recall 3. To stress sequence of events	1. Use photographs taken on the field trip and have class help arrange them according to what was seen first, second, etc. 2. Using experience chart, write a review of the trip. Refer to the photographs to see if the story tells things in the right order.	Photographs taken at the police station.	Our Police Station We visited the police station. We saw the policemen. We listened to the police radio. We saw the jail.

···SAMPLE LESSONS···

PRIMARY LEVEL-EMR

SAMPLE LESSONS FOR PRIMARY LEVEL EDUCABLE MENTALLY RETARDED

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson I			
1. To present general information about the policeman	1. "Boys and girls, today we are going to learn about someone in our community who is very important because he helps us in so many ways. He is a policeman. We're going to see a movie about a policeman named Jim Barnes. I want you to watch very closely and we will see how many things you can remember that Policeman Barnes does to help people."	Film: The Policeman, B-231-3; Society for Visual Education, Inc.; 1345 Diversey Parkway: Chicago, Ill.	The Policeman The policeman helps people in his community in many ways.
2. To indirectly familiarize the class with new vocabulary	2. Arrange a table of library books and give the children an opportunity to look through these. These books may also be used for reading during a story hour.	Books: Squad Car 55, Cynthia Chapin; Albert Whitman & Co.: Chicago, Ill., 1966.	He helps boys and girls cross the street to school. He helps find boys and girls who are lost.
3. To improve listening skills	3. Review the film and stories by writing the various duties of the policeman on the experience chart.	My Daddy is a Policeman; Miss Francis; Rand McNally: Chicago, Ill., 1956.	He may arrest people who break the law. He helps the traffic to move.
		Peter, Pat and Friendly Policemen; Miss Francis; Rand McNally: Chicago, Ill.	He finds help at accidents.
		I Want to be a Policeman; Carla Greene; Children's Press: Chicago, Ill., 1958.	
		What Do They Do? Policeman & Firemen; Carla Greene; Harper & Brothers:	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
		New York; 1962. Little Fat Policeman; Brown Hurd; Golden Press: New York, N. Y. Peter's Policeman; Anne Lattin; Follett Publishing Co.: Chicago, Ill., 1958. Policeman Small; Lois Lenski; Henry B. Walck, Inc.; New York, 1962. Chief Dooley's Busy Day; Kay & Harry Mace; Abelard Press: New York, N. Y.; 1954. You Visit a Fire Station-Police Station; Leonard Meshover; Benefic Press: Chicago, Ill.; 1965. The True Book of Policemen and Firemen; Irene Miner; Children's Press: Chicago, Ill.; 1954. I Know a Policeman; Barbara Williams; G. P. Putnam's Sons: New York, N. Y.; 1966.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson II			Let's Be a Detective
1. To teach discrimination by feeling different textures	1. Say, "A policeman may sometimes be called a detective. What does this mean?" Discuss that a detective looks for clues to help him try to figure out a mystery.		A detective tries to find out about things by using his eyes and ears and nose and hands. We used our hands when we solved the mystery in the mystery box. By feeling pieces of material we found that some are slick, some are soft and some are scratchy.
2. To encourage self-expression through real-life situations	2. Prepare a mystery box. Cut two "hand holes" in a large cardboard box. Make the holes just large enough for the students to get their hands in. Place swatches of fabric in the box and close the lid.	Large cardboard box Two swatches of each of the following kinds of fabric:	
3. To increase awareness of individual differences	3. Suggest to the children, "Let's pretend that we are detectives. We'll take turns reaching into the mystery box. You're to feel the pieces of material and see if you can find two pieces that feel just exactly alike." Have children describe what they feel, e.g., "This piece feels scratchy," "This one is soft.", "This one feels slick," etc.	corduroy felt velvet satin silk wool cotton dotted swiss leather	
4. To develop the ability to create a story, stressing use of subjects as well as complete sentences	4. Have each child put his thumbprint on a piece of white paper and label with his name. Use a magnifying glass to compare the prints and discuss that no two people have fingerprints exactly alike. Because of this police detectives can take people's fingerprints and use these as a way of identification.	White paper Black stamp pad Magnifying glass	
5. Review various duties of the policeman	5. Using a picture from a magazine or library book, have the class make up a story. Begin with one class member and have him contribute one or two sentences. Then call on another person to continue the story, etc. (After the children have had several opportunities to compose these kinds of stories, they may be written on an experience chart.)	Picture from a magazine or book which depicts an action scene	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	6. Read the book, Let's Find Out About Policemen. Use this to initiate a role-playing activity. Divide the class into small groups and have them act out the various duties of the policeman.	Let's Find Out About Policemen; Martha and Charles Shapp; Franklin Watts, Inc.: New York, N. Y., 1962.	
Lesson III 1. To teach basic concepts related to letter writing a. Parts of a letter, e.g., heading, greeting, body, closing, envelope, etc. b. Common phrases, e.g., "Dear _____," and Sincerely yours,_____," c. Complete sentences and correct sentence structure 2. To provide the class with an opportunity to meet and talk with a real policeman. 3. To increase awareness of details and ability to describe	1. Write a letter to a local policeman inviting him to visit the class. Using the experience chart, explain the various parts of the letter. 2. Visit by policeman a. Have policeman describe what his duties are as well as show his various pieces of equipment such as handcuffs, whistle, badge, etc. b. Give the class a chance to ask the policeman questions. 3. Review the visit by asking each child to tell something that they learned from the policeman. Also have them describe what the policeman looked like, what each piece of equipment looked like, etc.	Stationery, envelope, stamp, experience chart	(Heading) Sunside School Jackson, Iowa January 10, 1968 (Greeting) Dear Policeman Jones, We have been studying about policemen. Could you come visit us and tell us what you do? (Closing) Sincerely yours

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson IV			
1. To emphasize new words associated with the policeman's uniform and equipment	1. "Here is a picture of a policeman. Let's see if we can name all the things he is wearing and using." (Give each child dittoed copies of the policeman's uniform and equipment pictures.) Name and tell use of each article. Write experience chart.	Policeman's uniform and equipment pictures. (Included in Materials for Duplication to Accompany Speech Improvement for the Mentally Retarded)	The Policeman's Uniform Policemen wear special clothes that are called uniforms. They also use certain things or equipment to do their job.
2. To improve ability to describe details	2. Make speech badges for the children and have them stand at attention. As the teacher calls their names, they must answer with the name of the object in the picture on their badge.	Pattern and directions for Speech Badges (Included in Materials for Duplication)	A policeman uses a whistle when he helps cars and trucks go where they're supposed to go.
3. To improve listening skills	3. Have class make policeman puppets. Using poems included in the appendix, have the children "make the puppet talk" the poems as the teacher reads them. "Five Strong Policemen" is very good.	Policeman Paper Bag Puppet Directions (Included in Materials for Duplication) Poems included in appendix	A policeman wears a badge so you'll know he's a real policeman.
4. To reinforce recognition of numbers 1-10	4. Speech Bingo Game. To play the game, give directions such as, "Find the number 2 under the picture of the badge." Those children with this number on their playing cards must cover it up. When the entire card is covered, they say "Bingo."	Directions and pattern for Speech Bingo Game (Included in Materials for Duplication)	When something happens the policeman writes it down in his notebook so he won't forget it, etc.
5. To improve general articulation skills	5. Give the class various worksheets to complete. Three examples of worksheets are included in Materials for Duplication.	Dittoed worksheets for each student	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson V			
1. To learn the shapes, colors, and meanings of various traffic signals and signs	1. Make a large traffic light using a shoe box, colored cellophane, and a small flashlight. Discuss what the different colored lights mean and talk about places near the school, near home, etc., where traffic lights are located.	Directions for making a Traffic Light are included in Materials for Duplication	Watch the Signs! A stop sign is usually red. The word STOP is written in big letters. There are stop signs on the streets by the school.
2. To improve general articulation skills 3. To improve listening skills	2. Enlarge the pictures of familiar traffic signs (included in Materials for Duplication). Display and discuss the signs, talking about the meaning of each sign and places where these signs are seen. Put the pictures on the experience chart and write sentences about each one.	Poems included in appendix Songs included in Materials for Duplication	A railroad crossing sign is always round. It has a big X on it and two large R's. We see this sign when the street crosses a railroad track. Look both ways before you cross the track, etc.
4. To give practice in following directions	3. Learn songs and poems about traffic signals. (Suggestions for teaching songs and poems are given in the sample lessons for the Trainable level.)		
	4. Play the game of Charades. Divide the class into two teams. Have one team act out a situation in which a policeman might be involved, e.g., the policeman directing traffic, giving first aid, rescuing a stranded cat, etc. The members of the other team are to guess what the situation is.		
	5. Plan for the children to make some Traffic Signal cookies. Make transparencies of the illustrated recipe. Discuss what ingredients are needed for the cookies, what cooking utensils are necessary, etc. Demonstrate how to measure the ingredients; how to mix, sift and blend; and then follow the directions for shaping, baking and decorating the cookies. Dittoed copies of the recipe can be made and sent home with the children.	Illustrated recipe for Traffic Signal Cookies (Included in Materials for Duplication) Overhead projector Transparencies Ditto Masters	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson VI			How We Get Help
1. To learn what to do in an emergency situation 2. To teach skills and vocabulary related to using a telephone	1. "Boys and girls, today we are going to learn what we must do if we are in trouble. We must know how to find a policeman and we must also know what to tell the policeman so that he can help us. Can you think of one way to find a policeman? Yes, we could call him on the telephone. This picture shows us what we must do." Explain the various steps as illustrated on the picture. Have the class repeat and review these steps.	Poster, "How We Get Help" (Included in Materials for Duplication)	If you need help in a hurry we can use the telephone to call the police. This is what you do - 1. Pick up the phone and listen for a noise. This is the dial tone.
3. To improve ability to describe themselves and relate pertinent identification information	2. After explaining the various parts of the phone, have each child pretend he is in trouble and have him call the police. After each call, have the class discuss whether he followed each step and if he gave the correct information.	Telephones, preferably real ones, or ones that transmit the message from one to the other	2. Find the O on the phone dial. Put your finger in this hole and move the dial all the way around.
4. To improve awareness of details through descriptions of others 5. To improve listening skills	3. Play the game, "Policeman and the Lost Child." Seat the children in a circle. Choose one person to be the policeman. One child pretends to be a mother who has lost her child. She describes in detail the clothes the child is wearing, what he looks like, how big he is, etc. The policeman looks around the circle and finds the child who answers the description.		3. Let the dial go back by itself. Then wait until the Operator says something. 4. Tell the Operator you want to talk to the police.
	4. Note to Teachers: The American Telephone and Telegraph Company has developed a program entitled, "Telezonia, A Communications & Telephone Program for the Lower Elementary Grades." This program includes practice telephones for use in the classroom, a film and four filmstrips, three		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	colored wall charts, a 24 page pupil booklet, and a teacher's guide which contains suggestions for many activities and ways to utilize the teaching tools included in the program. While these materials have been prepared for normal children, they can be adapted for use in special education classes.		
Lesson VII 1. To encourage class discussion and interaction	1. "Boys and girls, soon we will visit the police station. Let's look at the calendar. Can you find today? Yes, today is Tuesday, the 9th of January. We will visit the police station on January 17. Who can find that day? What is the name of the day? How many days until then?" Discuss what the children think they will see at the police station, how they should act, etc.		Speech Games Speech games are fun to play. But we can learn lots of things when we play games, too. We have to listen so we'll know what to do. Then we have to follow the directions so we'll play the game right. We have to be sure to talk right and say the words in the games the right way.
2. To learn to listen and follow directions	2. Use the Picture Glossary to make series of flashcards. These may be used in the following games: a. Old Maid Matching Game. Pass out all the cards to the players. Children are to play the game similar to Old Maid, drawing from each other's hands to make pairs of cards. One card of the pair will have the vocabulary word printed on it; one card will have the picture only. b. Fishing. A paper clip is attached to each flash card. The cards are then turned face down on a table. A small magnet attached to a string and a pencil will serve as a fishing pole and will catch the fish. The teacher or class will ask what the child has caught. The child is to respond verbally, "I caught a____." c. What's Missing? Place six or eight of the flashcards on the flannelboard, a table, or chalk ledge of the blackboard. Have the children look at all the pictures. Then, while their eyes are closed, remove one picture from	Picture Glossary (Included in Materials for Duplication) Oaktag cut into 3"x5" pieces	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	the group. The first child to guess which one is gone is "It" for the next game. d. What Is It? Put six or eight of the flashcard pictures on the flannelboard, a table, or chalk ledge of the blackboard. Have the children look at the group of pictures. Choose one child and ask him to pick out one picture which he wants to describe for the group. The class has three guesses to name the object. The first one to guess is "It" for the next game. e. Matching Pictures Game. Place the flashcards on the ledge of the blackboard. The teacher or a member of the class gives an incomplete sentence to be completed by another member of the class. He chooses the correct flashcard from the blackboard and repeats the entire sentence, e.g., A policeman has a shiny badge, A policeman blows a whistle, A policeman wears a uniform, etc. f. Speech Lotto. Have the children fold a sheet of paper so that there are six squares. Place the flashcards on the chalkboard ledge. The pupils are to choose six pictures to copy onto their papers, one picture for each square. When the game is played, one child calls the name of each flashcard. The players may cover up the picture if he has it on his playing sheet. The first child to cover all the pictures on his sheet wins the game. 3. To encourage the understanding of various prepositions, play a Listen and Do game. Display some objects such as a book, pencil, whistle,		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	etc. Have the children place the objects in the relationship requested. The game may be played like "spell down." If a child does not follow directions he is out of the game. Give directions such as: a. Put your whistle under the book. b. Hold your pencil over the whistle. c. Hold your pencil near the book. d. Put the pencil far away from the book. e. Put the whistle between the book and pencil. f. What is behind me? Use the following prepositions: under, on top of, out, over, above near, in, below, behind, underneath far, on bottom of in front of, in back of, beside between, next to, with		
Lesson VIII			Let's Give a Program
1. To review the field trip, stressing correct sequence of things that were seen	1. Take a field trip to the police station. During the trip, take pictures of the various things seen.	Field trip to police station	We're going to put on a TV program. It will tell all about our trip to the police station.
	2. After the trip, look at the pictures and discuss. Then say, "Let's see if we can remember each of these things and put them in the order that we saw them."	Polariod Camera and film	When we give the program we must think about the way we talk. If we don't talk clearly the people can't understand what we say.
	3. Prepare a television program to show to another class or grade. Use a large cardboard box for a	Large cardboard box	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
2. To encourage following directions	TV set, wooden spools for dials and knobs, etc. On a long sheet of Kraft paper paint a series of pictures about the things seen at the police station. Also write a simple sentence to explain each picture. Discuss putting these pictures in the proper sequence and deciding upon good sentences that explain the pictures well.	Two long sticks Tempera paint Wooden spools Brown Kraft paper	
3. To stress good articulation, use of complete sentences and adequate rate and volume of speech	In preparing the presentation, choose committees of children to turn the sticks and move the roll of paper through the TV set, to set up chairs, to act as hosts and hostesses when the guests come to the room, to announce and explain the pictures, etc. Stress the importance of speaking clearly so people can understand what is being said, of not speaking too rapidly or too slowly, of talking loud enough to be heard but not shouting, etc. Use a tape recorder to practice the presentation; listen to the tape and evaluate the students' speech.	Tape recorder	

...SAMPLE LESSONS...

INTERMEDIATE LEVEL
EMR

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson I			The Policeman's Job
1. To discuss various aspects of a policeman's job	1. Introduce the lessons by showing a transparency which pictures a policeman directing traffic. Discuss, "One thing a policeman does is to direct traffic and help drivers as they're driving their cars. But policemen have many other duties, too. Today we're going to hold a brain-storming session and see how many different things we can think of that a policeman does." Tape record the discussion. (Note: In this brain-storming session accept any and all responses from the total group. It may be advisable to call on the slower students first so they have an opportunity to respond with the more obvious information.)	Overhead projector Transparency of a policeman directing traffic Tape recorder	A policeman's job includes several kinds of duties. He helps see that people follow laws like stopping at traffic lights. Part of his job is to investigate crimes like a robbery, and try to find the person who did it.
2. To evaluate the students' speech in terms of appropriate rate, adequate volume, and clear enunciation	2. Play the tape recording of the class discussion. Ask, "Were you able to understand what everyone said? Why or why not? What could we do to improve the way we speak?" Discuss such things as speaking clearly and distinctly, not speaking too softly or too loudly, not speaking too rapidly or too slowly, etc. Keep the tape recording to use for comparison and evaluation at the end of the lessons.		A policeman does lots of things besides help enforce laws. They can give directions and tell someone how to get to a certain place. They can give first aid when someone has been hurt. They like to come to schools to talk to children.
	3. Write experience chart, summarizing and listing the ideas brought out in the class discussion.		A policeman's job is to help people. The police have an important job in our community.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson II 1. To learn the kind of information that is important to convey when contacting a resource speaker	1. Make preparations to invite a policeman to come to speak to the class. Discuss with the class what should be done when asking a resource speaker to come to the school. Consider such things as how to contact the person (e.g., by phone, by letter, by asking him in person), the kinds of information to give to the resource person (e.g., who is calling, what the topic is that the person is to talk about, when he is to come to speak, the place where he is to come, etc.), and the importance of such things as being polite, clear, to the point, etc., when asking the resource speaker to come.		When We Call the Police Station 1. Tell who is calling. 2. Say what we want. 3. Tell when we want the policeman to come. 4. Tell where the policeman should come.
	2. Decide to make a telephone call to the police station to ask if a policeman can serve as a resource speaker. Discuss the specific things to say when making this call and list them, using the overhead projector. (See experience chart column.)	Overhead projector	
	3. Assign one student to make the telphone call. Suggest that when making a call like this, it might be helpful for him to write down the important information so he won't forget anything. Have the class help make this list; include the telephone number of the police station, the name of the class and the school, the fact that the class wants a policeman to come as a resource person, the date and time that would be desirable, and where the school and classroom are located.	Telephone directory Paper and pencil	
	4. Practice making this phone call, allowing different students to dramatize answering the phone at the police station. The conversation may be tape recorded and this tape used for evaluation	Tape recorder	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	5. Have the assigned student actually make the phone call and complete the necessary arrangements.	Telephone	
Lesson III			**Questions to Ask Our Guest**
1. To relate a message in proper sequence 2. To gain experience in formulating and asking questions	1. Have the student who placed the call to the police station report to the class about the phone conversation. Encourage him to relate his message in the proper sequence, e.g., the name of the policemen he talked to, if the policeman said he could come to the school, the date and time that was agreed upon, etc.		1. Why do we have a police department? 2. Where does the money come from to pay the policemen?
	2. Write the date and time of the visit on the class calendar of events.	A large calendar with spaces by the numbers for recording information and reminders	3. Who is the boss in the police department?
	3. Point out that to make the resource speaker's visit most profitable, it would be helpful to think of questions that the students would like to have him answer. Discuss that the policeman would probably appreciate knowing what some of these questions are before he comes to the school; then he has a chance to think about the questions and perhaps bring along some pamphlets etc., that could help the students.		4. Can someone in another town tell our police what to do? 5. What should people do if they don't like what police are doing?
	4. Formulate a list of questions and write these on the experience chart.	Chart paper	6. What should police do if they don't like what people are doing?
	5. Have students copy the lists of questions, writing a single question on one page of paper. Keep these in individual student folders. Also make a typed copy of the entire list.	Paper and pencils	7. Do police make the laws? 8. Should people go to the police if they don't like a law?

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
			9. When should a person go to the police?
Lesson IV 1. To practice delivering a message	1. Assign a committee to go to the police station to give the resource speaker the list of questions. Point out, "The policemen don't know that you're bringing this list or what it is or who it is for. You'll have to explain all about it. Are there some things for us to think about to help us to deliver a message like this?" Discuss that when the students have to explain something it's important to talk so people can understand them.		When You're Delivering a Message When you give someone a message it's important that they be able to understand you. You should not mumble or talk too fast or yell real loud.
	2. Dramatize going to the police station to deliver the list of questions. Have some students assume the roles of the police at the desk, the policeman who is coming to speak, etc. Let the committee practice explaining who they are, what they have, who the list is for, what the policeman is to do with the list, etc.		If you think through what you're supposed to say before you talk to the person it helps. You should know who you're to talk to, what the message is about, and who the message is from.
	3. Write experience chart.	Chart paper	
	4. Let the committee actually go to the police station and deliver the list. Have them report back to the class.		
Lesson V 1. To review the correct way to make introductions	1. In preparation for the policeman's visit to the school discuss, "We have asked Officer_______ to be our guest. He is doing us a favor by taking time to come to our classroom and by answering our questions. How should we treat our guest?" Discuss being polite and courteous, introducing ourselves and the teacher, taking the policeman's coat, and showing him where to sit, etc.		Making Introductions Always introduce a woman first. We'll introduce our teacher to the policeman first. Then introduce our guest, Officer_________, to the class.
2. To emphasize the importance of acceptable	2. Review the rules about the correct way to introduce people. Write experience chart to aid in this review.	Chart paper	It is important to talk clearly when making introductions.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
speech in social situations	3. Practice making introductions, having students assume the roles of the guest, the teacher, etc. Tape record the introductions; play back the tapes and evaluate the students' speech, e.g., could you understand what each person said, did it sound polite and courteous, did the people sound too nervous, etc. Stress that the policeman's opinion of the class will be influenced by the way we speak, the way we act and the way we look. If we want to make a good impression, we should try to do our best to speak so people can understand us, to be polite and courteous, and to look neat and clean.	Tape recorder	If we don't, people won't be able to understand what the other peoples' names are.
Lesson VI			How to Ask Good Questions
1. To learn to ask questions effectively 2. To encourage class interaction and discussion	1. In additional preparation for the policeman's visit, review the list of questions to be asked the resource speaker by re-reading the experience chart, Questions to Ask Our Guest. Say, "We want to ask Officer_______these questions. Are there some other things we need to think about so we can do a good job of asking these questions?"	Experience chart from previous lesson	1. Be sure you know what you want to ask. 2. Talk clearly so our guest can understand the questions.
	2. Through class discussion formulate a list of things to remember to help students ask good questions. Write these points on an experience chart. Emphasize that in order for a person to answer a question he must understand it. This means that the person who asks the question must talk clearly, talk loudly enough but not too loud, not talk too fast or too slow, etc. It is also important for the person to think about his question so he knows for sure what he wants to ask. Stress the importance of listening carefully to the answers that are given to the questions.	Chart paper	3. When you ask a question be sure to use a complete sentence and use the right words.
	3. Have students refer to their folders in which they put their copies of the questions to ask	Student folders	4. Don't interrupt our guest when he is speaking. Wait until he is done answering one question before you ask him another one.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	the policeman. Assign specific questions to different children to ask when the resource speaker comes.		5. Be sure to listen to the answers to the questions.
	4. Hold a practice session, giving students an opportunity to ask their assigned questions. These questions may be tape recorded and evaluated.	Tape recorder	
Lesson VII			The Way We Talk Is Important
1. To provide an opportunity to make introductions and ask questions	1. On the day of the visit to the classroom by the policeman, have students greet him, make introductions, ask questions, etc. Tape record the entire discussion.	Resource speaker - local police officer Tape recorder	People can't understand us if we don't talk well. They won't know what we want. They can't help us if they can't figure out what we're saying.
2. To encourage listening and comprehension skills	2. Play back the tape recording of the policeman's talk. Have the students who asked each specific question write down the information to keep in students' folders.		What people think of us is influenced by the way we talk.
3. To encourage recall	3. Introduce the following activity by saying, "We were very concerned about asking good questions and listening carefully when the policeman was here. You were using your mouth and your ears. I wonder if you used your eyes as well." Have students see if they can describe what the policeman looked like, what he was wearing, etc. The tape recorder may be used to record the students' descriptions.	Tape recorder	
4. To stress the importance of adequate communication and self-expression	4. As a culminating activity, conduct a "brainstorming" session. Ask students to recall all the things they learned from the policeman's talk. Tape record this class discussion; listen to this recording and the tape of the brainstorming session conducted at the beginning of lessons. Compare the two discussions in terms of the students' speech, clarity of thought, etc.	Tape recorder Taped discussion from Lesson I.	
	5. As a further culminating activity, ask "What	Chart paper	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	difference does it make how we talk?" Discuss that what people think of us is influenced by the way we talk. If we don't talk well, people won't be able to understand us and won't know what we want. They can't help us if they don't understand what we're saying. Write experience chart.		

···SAMPLE LESSONS···

ADVANCED LEVEL

EMR

SAMPLE LESSONS FOR ADVANCED LEVEL EDUCABLE MENTALLY RETARDED

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
Lesson I 1. To stress the concept of police service to the community 2. To emphasize the importance of intelligible speech 3. To encourage critical thinking	1. To introduce the lessons prepare a tape recording of a conversation similar to the following: "Help! Help! She's caught and my folks aren't home and can't get her head loose and she's crying and her face is a funny color and I don't know what to do and I'm scared and ....click." Play the tape for the students; then explain that this was a telephone call that was made to a police station. Ask the students what they think is happening. If they express differing opinions, note the number of different things that might actually be going on in this situation. Then say, "Well, the policeman who answered the phone at the police station heard just the same thing that you heard. And he didn't know for sure what was happening, either. He wanted to send someone to help this person but he couldn't. Why not?" Bring out that this person didn't tell his name, where he lives, who is caught or just what happened, etc. Say, "This person needs help in a hurry. He used the phone to try to get this help. But because he failed to speak adequately and give the necessary information, he is in real trouble, for the police can't go to help him." Discuss that being able to talk so that people can understand what's being said and knowing how to give the right kind of information might be a matter of life and death.	Tape recorder	Things to Find Out 1. What does the word "emergency" mean? 2. What kinds of emergencies would the police get calls about? 3. What kinds of things do policemen do to help people? 4. How do you call the police for help? 5. What information do the police need to know?
	2. Say, "This call for help came to a police station. One of the jobs of the police is to give help in an emergency. We're going to be studying about this phase of the police department. What are some of the things we'll want to find out about?" Ellicit questions from the group and write these on the experience chart.	Chart paper	
	3. Have students copy the questions from the experience chart and keep in notebooks.	Student notebooks	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson II 1. To provide an opportunity for self-expression and class interaction	1. Refer to the experience chart developed in the first lesson and consider the question, "What does the word 'emergency' mean?" Have students look the word up in the dictionary; formulate a definition such as, "An emergency is when something happens that you hadn't planned on and you have to do something about it right away."	Experience chart, Things to Find Out Dictionaries	Emergencies An emergency is when something happens that you hadn't planned on and you have to do something about it right away.
2. To encourage critical thinking 3. To provide experiences in classifying	2. Hold a brain-storming session. Have students see how many different kinds of emergency situations they can think of; tape record this discussion. (Note: In a brain-storming session encourage and accept free responses from the entire group. The sessions may be timed, e.g., "See how many things you can think of in five minutes"; or the discussion may be continued until all students have had an opportunity to contribute.)	Tape recorder	In some emergencies people can be hurt or in serious danger. One of the police department's duties is to help people in these kinds of emergencies.
	3. Listen to the recording of the class discussion. Ask, "Would you call the police about every emergency we've mentioned here?" Bring out that some emergencies do not involve serious injury or danger and would not warrant police action, e.g., ripping out the seat of a pair of trousers in the middle of the school day would constitute an emergency, but it wouldn't be something to call the police about. Listen to the tape again, this time classifying each emergency as something serious things that the police could help with, situations that do not involve possible death or permanent injury, etc.		In some emergencies people aren't in real danger. You wouldn't call the police for help in these situations.
	4. Write experience chart.	Chart paper	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson III 1. To provide an opportunity to interview resource people 2. To encourage listening and comprehension skills	1. Look again at the list of questions written in Lesson I. Say, "We looked in the dictionary to help find the answer to the first question. How can we find out the answers to the others?" Suggest that the police themselves could tell us much of what we want to know. Make arrangements for four committees of students to go to the police station to interview various policemen. Assign one question from the experience chart for each committee.	Experience chart, Things to Find Out	Interviews A good way to learn about how the police handle emergencies is to interview policemen and ask them what they do.
	2. Discuss the procedures for interviewing a person. Consider such points as being courteous and polite, knowing just what questions you want to ask and being sure you know what you're going to say, talking clearly so the person will be able to understand you, listening carefully to what the person says, etc.	Tape recorders	When you interview a person, you should know just what you want to ask them. You should be polite. It is important to talk clearly so the person can understand what you say.
	3. Explain that the committees will be asked to give a report to the rest of the class about what they learn when they interview the policemen. Give the committees the choice of tape recording the interviews or taking notes while the policemen talk. These will be used in preparing the report for the class.		It is very important to listen carefully. The information we learn will be used when we give reports to the class.
	4. Write experience chart.	Chart paper	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson IV			Reports
1. To provide an opportunity to speak before a group	1. Help students prepare their reports. Suggest that the first thing the students should do is to read the notes or listen to the tape recordings that they made during the interviews with the police. Discuss that in order for someone to give a good report they must first be very familiar with the subject and know as much about it as possible.	Tape recorders Student notes	Giving reports is a good way to practice speaking in front of a group of people.
2. To stress the use of complete sentences, proper grammar, and correct pronunciation	2. Discuss that giving a report is a rather unique kind of speaking experience. Because it involves standing up in front of other people a person may feel nervous. But you do have a chance to plan it all out and practice before you actually have to talk.		You have to talk well or people can't understand you. You have to be well prepared or it won't be interesting.
3. To increase poise and self-confidence	3. Ask, "Why do we give reports?" Ellicit the response that by giving reports other people can learn something from what we say. But stress that the only way people really will learn something is if they'll listen to us and can understand what we say. Ask, "How can we make reports interesting so people will want to listen to them?" Through class discussion bring out that a good report is one that is well prepared and organized; when giving a report a student can use notes but he shouldn't just read the whole thing; it is important to talk clearly so people can understand what is being said; students should be sure that when they talk they use complete sentences, pronounce words right, and use good grammar.		It is important to use complete sentences and to say words the right way.
4. To encourage listening skills and comprehension	4. Discuss that being nervous when you have to speak before a group is natural and that almost everyone experiences this. Suggest some things that can be done to help combat nervousness, e.g., be well prepared so you don't have to worry about what you're going to say; stand up straight and tall; decide before you stand up what you're going to do with your hands, e.g., keep them at your sides, etc.; be neat and well-groomed; take a deep breath just before you start to talk.		When someone else is giving a report, it is important to listen carefully to what they say.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson IV, (Cont'd.)	5. Find a place in the school building where the students can go by themselves to practice giving their reports. Have them use a tape recorder to evaluate their speech.		
	6. Write experience chart.	Chart paper	
	7. Give the reports to the class. Stress being good listeners when someone else is giving a report.		
Lesson V 1. To learn how to use private and public telephones in cases of emergency	1. Play again the tape recorded conversation that was used in Lesson I. Recall that this was a poor telephone call and the police couldn't go to help this person. Ask, "If you needed help in a hurry would you know how to call the police? The number of the police can be dialed directly if you know what this number is." Discuss keeping this and other emergency numbers (fire station, doctor, etc.) written on a piece of paper and taped on or near the telephone so you wouldn't have to take the time to try to find the number in the phone book. But discuss that if you're very nervous or perhaps injured yourself you might not be able to dial the number correctly. Then you should dial O for operator and tell her to get the police for you.	Tape recorder Taped conversation used in Lesson I	Using the Telephone In an Emergency You can dial the number of the police station if you know it. If you don't have this number written down or are hurt badly yourself, dial the operator and ask her to get the police for you.
	2. Using practice telephones, have students practice dialing.	Practice telephones	It is important to know how to use a pay telephone. You usually have to have a dime to call the operator. People should get in the habit of always carrying some money with them.
	3. Discuss that some people don't have telephones or that some emergencies may happen when people are away from home. Then they may have to use a public pay telephone. Talk about the different places where coin operated telephones are located.		
	4. Go to a public phone booth and demonstrate how to use the pay phone. Make a copy of the directions that are printed on the phone. In the classroom, read these	Public phone booth Chart paper	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	directions and discuss. 1. Remove receiver 2. Deposit dime or two nickels 3. Listen for dial tone, then dial number or code 4. If busy or no answer, hang up-- money will be returned Emphasize that it takes a dime to call the operator on most pay phones. Thus, it is important to always carry some change so that in case of emergency a call could be made quickly. Write experience chart.		
Lesson VI 1. To learn what information is necessary to give when making an emergency call	1. Stress that the police are trained to give help in cases of emergencies and that this is an important part of their jobs. In order for them to help, however, they must be able to understand what people say when they call on the telephone. So, being able to speak so that someone will know what you're saying is very important. Also important is to know what kind of information the police need in order to come to help.		Necessary Information It is important to give the police certain information when you have to make an emergency call.
	2. Write an experience chart listing the necessary information to give when making an emergency call. Discuss what would happen if any information were left out, e.g., without an address the police wouldn't know where to go, if the caller doesn't tell what happened the police may not bring rescue equipment that might be needed, etc.	Chart paper	First say your name. Then tell your address or give directions to your house. Then explain quickly what is wrong.
	3. Discuss that in an emergency people may be very scared and nervous. It is important to practice making emergency calls now so that if something does happen, you'll know what to do even if you're very scared. Have students dramatize calling the police station to report an emergency. Evaluate the phone conversations, e.g., did you give the right information, did the police hear and understand everything you said, did you have trouble dialing the phone, etc.	Practice telephones	Talk clearly so the police will be able to understand you and can come to help.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson VII 1. To stress the importance of relating information in the proper sequence	1. Review the previous lesson by re-reading the experience chart, Necessary Information. Point out the paragraph that tells what information the police need to know when they receive an emergency call. Call attention to the sentence, "Explain quickly what is wrong." Give several examples of conversations: a) "They must have had a truck or something. I locked the door when I left. The store is only three blocks away and I don't see how anyone could have had time to steal it. The door is broken and it's gone." b) "There is a funny noise outside. I saw someone peeking in the window and I'm afraid he's trying to get in the house. I'm home all alone and I'm afraid." c) "I was watching television - Gunsmoke was on and we always watch it every week. Well, right in the middle of a commercial there was this great big crash and at first I thought something had bashed into the house. But my dad thought maybe it was a car crash out in front of the house. Well, we looked out of the window and I couldn't see anything. So Dad went out on the front porch and then he hollered and told us to come out because two cars had wrecked down at the corner. So he went down there and he told me to come back in the house and call the police." 2. Evaluate each conversation, discussing if each person explains adequately what is the matter and how they need help. Discuss that in the first conversation the person doesn't tell things in the right order. The second conversation tells quickly what is wrong and is a good example. In the third conversation the person talks far too much and gives a lot of details that are not necessary.	Experience chart developed in Lesson VI	Tell Things in the Right Order When you make an emergency call and are explaining what is wrong, it is important to tell what happened in the right order. Tell what happened first, then go on and explain what happened next. If you don't tell about something right it may take the police quite a while just to figure out what you're talking about.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	3. Stress that it is important to tell things in the right order - tell the police what happened first, what happened next, etc. If people don't explain things right, it takes the police that much longer to figure out what is wrong and what they should do to help.		
	4. Write experience chart.	Chart paper	
Lesson VIII 1. To develop the skill to listen and follow directions 2. To provide an opportunity to dramatize emergency situations	1. Review the necessary information that should be given to the police when making an emergency call. Then discuss that the police, when they receive a call, will tell the person what they should do in this emergency situation, e.g., what first aid to administer until an ambulance arrives, etc. Emphasize the importance of listening carefully to these directions so they can be carried out. 2. Present situations in which an emergency has occurred and a call for help is made to the police. Have students dramatize the situation, place the call, and then follow the directions that the police give. Use situations such as: a) You're baby-sitting with a small child. After he's in bed, you begin to smell something getting hot. When you go into the dining room where the heating stove is, there is smoke beginning to come from behind the stove and then you see fire starting to burn the wallpaper. b) Your mother is working in the kitchen - she starts to go downstairs to the basement but she trips and falls all the way down the stairs. When you go to help her, she can't move.	Practice telephones	Listening to What The Police Say When you call the police in an emergency they will probably tell you what to do until help arrives. You have to listen carefully so you'll be able to follow their directions. If an emergency happens you may be very scared and nervous. But you must try to be calm so you can do what the police tell you.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Lesson VIII (Cont'd.)	c) Your little sister swallowed something. She's screaming and choking and holding her throat. You see an open can of Drano lying on the floor.		
	d) A car accident happens in front of your house. One person is lying on the ground and is bleeding a great deal. Another person is still in the car.		
	3. Evaluate each dramatization. Ask questions such as, "Did the person give the right information when they called the police? Did they speak so they could be clearly understood? Did they tell what happened in the right order? Did they listen carefully to what the police said? Did they do what the police told them to do?"		
	4. Write experience chart.	Chart paper	

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APPENDIX

SUGGESTED MATERIALS —

SPEECH IMPROVEMENT FOR MENTALLY RETARDED

SUGGESTED MATERIALS

Books and Pamphlets for Speech Improvement

Play and Say It by Virginia Mellencamp; Expression Co., Magnolia, Mass. $3.75.

Lesson plans organized into units. Listening games are stressed.

The Child Speaks by Young Zedler; Harper & Brothers, 49 East 33rd Street, New York, New York. $3.75

Speech improvement materials planned for the classroom teacher, especially useful at the primary level. Lessons organized around most frequently defective speech sounds, and include complete stories, suggestions of dialogue for the teacher, and detailed instructions for using the book, as well as a complete list of inexpensive materials needed to teach the lessons.

Listening for Speech Sounds by Young Zedler; Harper & Brothers, 49 East 33rd Street, New York, New York

Sound stories with an explanation of what concepts underlie the stories.

Sounds Like Fun by Jayne Hall Parker; The Interstate Printers and Publishing, Inc., Danville, Illinois. $2.00

"Sound" poems - especially good for the primary level.

My Speech Workbook by Jayne Hall Parker; The Interstate Printers and Publishing, Inc., Danville, Illinois. $2.50

A book of worksheets for correction of the /s/ (Book I) and the /r/ (Book II).

For Speech Sake by Ruth E. Jones; Fearon Publishers, 828 Valencia Street, San Francisco 10, Calif. $1.75.

A book of suggestions for both speech sound improvement and language stimulation, many of which can be incorporated into an already planned curriculum.

Better Speech and Better Reading by Lucille Schoolfield; Expression Company, Magnolia, Mass. $3.50

A good source of word lists, drills, and poems classified according to speech sounds. The speech sounds are grouped according to how the sounds are made so that the teacher may easily identify all lip consonants, lip-teeth consonants, and so on. Especially useful in helping children with specific speech problems.

The Spice Book by Mary E. Platts, Sister Rose Marguerite & Esther Shumaker, Educational Service, Inc., Benton Harber, Michigan. $4.60

Suggested activities to motivate the teaching of language arts. The activities are clearly described and simple. Illustrations of materials are very helpful.

Hear, See, and Tell Stories by Margaret Perritt; The American Southern Publishing Company, Northport, Alabana 35476. $2.00

Delightful "sound" stories written especially for special education classes. Emphasis is placed on listening and feeling the sound, as well as saying the sound. The stories include involvement of the class members and are very effective for review through creative dramatics. This is especially good for the trainable classes.

500 Live Ideas by Betty Eckgren, Vivian Fishel; Row, Peterson & Company, Evanston, Illinois

Ideas for handicraft projects.

Speech Correction Through Story Telling Units by Elizabeth Nemoy; Expression Company, Magnolia, Mass. $3.75

"Sound" stories

News for You (2 reading levels); Laubach Literacy, Inc., Box 131, Syracuse, New York 13210. $1.80 (per subscription in groups of 6 or more)

3rd & 4th grade reading level. Published weekly; offers simplified versions of current news. Most of the items are geared for an advanced (or even adult) level and include very practical features on comparative buying, household hints, and recipes. An excellent paper for the Work Study population. Can be used as speech improvement materials as sources for group discussions, reports, etc.

Speech Correction Through Listening by Bryngelson and Mikalson; Scott Foresman & Co., Chicago, Illinois. $2.25

A teacher's guide for correcting commonly misarticulated speech sounds, particularly emphasizing the importance of ear training. Seven re-training steps are listed and described and complete activities, including stories, are given for carrying through each of these steps. This is particularly applicable to the classroom since most of the activities involve a large group of children.

What's It's Name (record and book) by Jean Utley; University of Illinois Press, Urbana, Illinois. $2.00 manual, $12.00 man. & records.

Designed particularly for the very hard-of-hearing child with no language, this book and accompanying set of records builds language through listening. The trainable and primary teachers will find this a good source for providing naming activities and vocabulary building for those with little or no language. The book can be bought and used independently of the record.

Manual for Effective Use of the Best Speech Series with Special Pupils by Birch, Burgi and Jack Matthews; Stanwick's House, Inc., Pittsburgh, Penn.

Designed for retarded and slow-learning pupils who have difficulty with correct sound discrimination and pronunciation; intended to be used for the development of listening skills and sound awareness. Included is specific exercises that can be given to the class as well as supplementary teacher instructions, games, poems, etc., for a sound-oriented speech program. This source is perhaps not as well designed or practical as some of the others described.

Speech Through Pictures by Margaret, McCausland, Marie B. Miller & Isabel Okie, Dept. of Spec. Ed., Philadelphia Public Schools; Expression Company, Magnolia, Mass.

A workbook containing large pictures (with the printed word underneath) which are classified according to speech sounds. A description of how to make the sound is given. The pictures are clear and would make excellent drill cards. Suggestions are also given for the teacher to use without cutting it up. This material is inexpensive and practical enough that the teacher may wish to invest in two copies, one for cutting and one to retain as a whole.

Talking Time, 2nd edition by J. J. Thompson and Louise Scott; Webster Division of McGraw Hill Book Co., Manchester Road, Manchester, Missouri 63011.

Teachers who have enjoyed the 1st edition of this book will find this 2nd edition to be even more practical. The stories, poems, and activities are much more realistic and geared to children with lack of everyday life experiences. The teacher is provided with actual material ready to use, as well as suggestions for creating materials. The book is sectioned according to sounds, but contains a very complete cross-index by language units. This book is perhaps the best as far as including all aspects of a speech improvement program.

Galloping Sounds by Stanley Ainsworth; Expression Company, Magnolia, Mass. $1.75

Short stories that can be easily dramatized - each story emphasizes a certain sound.

Informal Dramatics: A Language Arts Activity for the Special People by Barbara McIntyre; Stanwick's House, Inc., Pittsburg 4, Penn. $3.75

A handbook for the special education teacher, describing the importance of developing self-expression through informal dramatics, situation dramas and role playing. The "hows" and "whys" are clearly spelled out. This is an excellent reference book for the teacher.

Holiday Activity Stories by Glenn Smith and Verne P. Call; Selected Creative Communication, P.O. Box 1143, Santa Ana, California. $8.95

Child participation in speech and language development stories.
---puppet stories
---flannel board illustrations
---stand-up figures
---speech sound emphasis (S-R-L-SH-TH-V)

Teaching the Retarded Child to Talk by Julia S. Molloy; John Day Co., New York, N. Y. $3.50

An excellent guide for parents and teachers of trainable and more severely retarded children, including specific lessons for the parents (many of which can be adapted for school).

Best Word Book; Western Publishing Education, 1220 Mound Avenue, Racine, Wisc. 53404. $3.16

Golden Dictionary; Western Publishing Education, 1220 Mound Avenue, Racine, Wisc. 53404 $2.36

What's in Mommy's Pocketbook; Western Publishing Education. $1.56

Who Lives Here; Western Publishing Education. $1.56

The Touch Me Book; Western Publishing Education. $1.56

The Look, Look Book; Western Publishing Education. $1.56

Practical Methods of Speech Correction for the Classroom Teacher by R. E. Shine and J. J. Freilanger; Teaching Aids Co., 2511 Marquette Street, Davenport, Iowa.

Includes anatomy of speech mechanism, development of speech sounds by age, types of speech disorders and general/specific suggestions and aids.

Listening Games by Wagner, Hosier & Blackman; Latta School Supplies, 2218 Main Street, Cedar Falls, Iowa 40613. $1.95

Language Games by Wagner, Hosier & Blackman. $1.95

Games for Use in a Speech Improvement Program

1. "Ed-U-Card" Lotto Games; J. S. Latta & Son, 2218 Main Street, Cedar Falls, Iowa 50613. $1.00
2. "The World About Us Lotto," #115; J. S. Latta & Son. $1.00
3. "On the Farm Lotto," #104; J. S. Latta & Son. $1.00
4. "What's Missing? Lotto"; J. S. Latta & Son. $1.00

Picture cards with numerous objects missing. Good for visual discrimination and discussion.

"Go-Mo" Products; Go-Mo Products, Waterloo, Iowa

1. "Go-Mo Picture Card Games" $.98

Card pairs for specific sounds

2. "Sound Ladder Game"; Go-Mo Products, Waterloo, Iowa. $2.24

   Colorful cards constructed for practice in using sounds in all positions. 23 large ladder cards for all single consonant sounds.

3. "Auto Races" for Each Sound. Go-Mo Products. $.98

   COMMENT: All of the Go-Mo Products materials are especially useful for helping children with particular articulation problems and would probably be used individually or with a small group.

4. "Progressive Sound Game". Go-Mo Products. $2.25

   "Candyland," #4921; Metropolitan Supply Co., Cedar Rapids, Iowa. $1.00

   "Uncle Wiggly," #4829; J. S. Latta & Son., 2218 Main St., Cedar Falls, Iowa. $2.50

Material from National Dairy Council, American Dairy Assoc. of Iowa, 333 Insurance Exchange Bldg., Des Moines, Iowa 50309

1. Food Models $3.00

   Heavy cardboard photographed pictures of individual items of foods -- each with a slot at bottom for use in slot chart. Can be used for classifying foods, planning meals, etc. These are excellent and very realistic.

2. Urban Panorama $2.00

   Includes narrated record with sounds of the city, a large mural for identification of various places in the community, and smaller pictures explaining the processing of milk. Can be used for a language unit on the community.

3. Dairy Farm Panorama $2.00

   Includes same type of materials as #2 above. The "farm sounds" on the record are especially realistic. The mural is excellent.

4. What I Will Be From A to Z .20

   Simple poems about various occupations. Excellent for use with Community Helper Unit. Illustrated.

5. My Friend the Cow by Lois Lenski. .12 These two books are delightful;
   Ice Cream is Good " " " .15 simply written and illustrated.

6. Hello U.S.A. $.18 For more advanced class. A story on dairying in the U.S.A.

7. Is It True? (about animal babies & mothers) .12
Animals That Give People Milk .12

Two books that are nicely written and illustrated for use with a language unit on animals.

8. What We Do Day by Day .40

A series of colored illustrations depicting various events in a child's day. Especially good for trainable and primary classes.

(NOTE: The Dairy Council will provide a good catalog of these very inexpensive materials free of cost).

Flannel Board Materials for Speech Improvement Program

Flannel Board; Instructo Product Company, Philadelphia 31, Penn.

Ideal Action Pictures for Flannel Board, No. 270 H-I; Ideal School Supply Chicago 20, Ill.

Excellent for language development and sentence structure as well as for teaching the verbs.

Instructo Flannel Board Cut-Outs; J. S. Latta & Son. $2.50

a. School
b. Circus
c. Seasons
d. Rhyming pictures
e. Opposite concepts

Pictures with flannel backing, arranged by units.

Louie the Lazy Listener; Selected Creative Communication, P.O. Box 1143, Santa Ana, California.

Stories for the flannel board developed for speech and language stimulation-- puppetery, flannel board illustrations.

Additional Materials

Judy See-Q Series; Creative Play Things, P. O. Box 1100, Princeton, N. J.

1. Going to School
2. Story of Milk
3. Grocery Shopping
4. Building a House
5. The Frog
6. The Butterfly
7. The Robin

$1.75 or $1.00 depending on number of pictures in a series (8-16)

Picture series, especially useful for ordering a sequence of events.

Ideal Ring Charts; J. S. Latta & Son, 2218 Main Street, Cedar Falls, Iowa 50613. $4.25

GENERAL DESCRIPTION: These colorfully illustrated, heavy, reinforced ring charts can be used with the Ideal ring stand and are excellent for teaching various aspects of language structure. Each set is accompanied by a manual giving detailed instructions to the teacher.

#270 Reading-Writing Readiness Charts
A. Developing Rhyming Words
B. Selecting Rhyming Words
C. Pictures Alike - Different
D. What Is Missing?
E. Shapes - Alike - Different
F. Recognition of Size
G. Identification of Lower Case Letters
H. Action Words
I. Name Words

#271 Classification - Opposite - Sequence Charts $5.00
A. Colors We See
B. Things That Go Together
C. Here We Go
D. Mothers and Babies
E. Sequence
G. Hear - Touch - Taste - Smell
H & I Opposites
J. Seasons of the Year

Peabody Language Development Kits
$52.00 - Level 1
65.00 - Level 2
- Level 3

Level 1 & 2 contains:

Set of 430 full-color 7" x 9" stimulus cards arranged in 13 different categories, lithographed on triple-laminated stock to prevent "see-through" and designed for long life.

Set of large "story" and "I Wonder" cards printed on 11" x 8" heavy paper

Set of 350 plastic color chips 35 of each of ten different colors which interlock to allow chaining

Two hand puppets

Tape recording containing six favorite fairy tales, songs and music

Teacher's Manual

Phonic-Mirror; HC Electronics, Ins., 1640-A Tiburon Blvd., Tiburon, Calif., 94920 $456.00

Finger Puppets; Leister Game Co., Toledo 4, Ohio $1.00

People Finger Puppets; Creative Playthings, Princeton, New Jersey 08540, $2.00
Animal Finger Puppets; Creative Playthings $1.50
Sound Effects Record; Creative Playthings $4.00

Excellent for developing "listening skills." Have child identify numerous environmental sounds.

Drill Materials

Phonic flashcards; Whitman Co., Racine, Wisc. $.39

Word-Making Drill Cards; Word-Making Production, P.O. Box 305, Salt Lake City 10, Utah $6.95

Box of small pictures divided by sound and position that the sound occurs in word - can be used to increase vocabulary, sentence structure or categorization.

The New Phonic Talking Letters by Edith E. Stephens; Ideal School Supply, Chicago 20, Illinois.

Large pictures of sounds of letters, designed as "flash" cards. Backs of cards give lists of words beginning with the letter. Good for drill and review.

Ditto Stencils

Useful Language	- Level I - Level II	Living Things	- Level I - Level II
Rhyming	- Level I - Level II	Beginning Sounds	- Level I - Level II
Thinking Skills	- Level I - Level II	The Continental Press 1451 Dundee Avenue Elgin, Illinois	$3.20 each

To be mimeographed and used by the students. Each set contains a booklet of lessons for using the materials.

Sources for Home-Made Materials

Reading Readiness Workbooks

1.	Getting Ready to Read	Houghton-Mifflin
2.	Fun with Tom & Betty	Ginn
3.	Games to Play	Ginn
4.	We Read Pictures	Scott-Foresman
5.	Before We Read	Scott-Foresman

COMMENT: All of these are excellent for cutting and pasting small pictures, providing good stimulus pictures, and sequence stories

Captain Kangaroo Play-Together Pages	McCall's Magazines (1964-1966)

Color books, drill cards, workbooks; Whitman Publishing Co., Racine, Wisc. (available at dimestores & grocery stores)

1. Fun With Words $.29
2. Adventures With Words $.59

Both are used for stimulus pictures, bulletin boards, worksheets, etc.

Children's Magazines:

- Jack & Jill
- Highlights
- American Girl

Knit hand puppets: For speech stimulation, etc.

"Fish Pond": Made from magnet, paper clips, construction paper, paint, etc. Used for drill on specific words.

Speech lollipops: Made from tongue blades, construction paper circles, small sound pictures from readiness workbooks.

Good for discrimination between two sounds such as /sh/ and /ch/.

"Fox in Socks": Made from a big white box, large construction paper socks, clips, drill pictures.

> "Once upon a time, there was a little fox, who kept his socks in a big white box. One day the fox reached into the box and pulled out a pair of _(color)_ socks and on the socks there was a (name picture)_____."

Home made Lotto games

LIST OF FREE AND INEXPENSIVE MATERIALS FOR SPEECH IMPROVEMENT PROGRAM

Concrete Objects

Small basket or box about the size of a shoe box

Red rubber ball about 3" in diameter

Yellow rubber ball about 5" in diameter

Yellow rubber ball about 3" in diameter

Toy boat -- a safe one to play with in the bathtub

Bell -- a dinner bell or a plastic one from a set of bells, about 3" tall

Small baby doll about 8" long

Toy bus about 5" long

Toy bus about 2" or 3" long

Toy bunny rabbit about 8" long

Toy bird -- there is a very good metal bird on the market that winds up and cheeps (imported from West Germany)

Doll house bed

Doll house bathroom set, toilet, washbowl and bathtub

2 sets of jingle bells

2 maracas or dried gourds that rattle

2 rhythm sticks

Soft feather about 5" or 6" long with a piece of yarn about 10" long tied to it

A mirror at least 4" by 6"

Box of clear plastic straws

Some very small (1¢) lollypops

Candle in a tip-proof holder

2 cardboard rolls from toilet tissue

2 cardboard rolls from paper towels

2 fat (milk shake) sipper straws

1 box Milton Bradley 1" cubes, mixed colors (order from a school supply company)

Picture postal cards with photographs of kittens, birds, etc., that squeak when they are squeezed - available from Alfred Mainzer, Inc., 39-33 - 29th Street, Long Island City, New York

Noisemakers that moo, meow or make any animal sounds. These are little cylinders with pictures on them -- about 39¢ each at variety stores (imported from West Germany)

Pegboards -- such as made by the Playskool Supply Company, available where educational toys are sold.

An easel or a pocket chart -- teacher made or commercial products. A very convenient easel is available from the William J. Bargen Co., Waukegan, Illinois; price about $3. Pocket charts can be purchased from any school company.

Picture Collection

Collect good, colored pictures of objects from old magazines, catalogs, calendars, etc. Cut away all printing and most of the background. Paste onto 9" x 12" tag board, using various size pieces of construction paper in complimentary colors for background accent.

The tag board cards may be organized into various classifications and kept in a ring notebook.

1. Starter list for pictures for "b, p, m, ch, j" words:

"B"

ball
beat
bacon
box

bathroom
bell
beans (baked or green)
butter

basket
bed
banana
buns
beach

bus
bathtub
bunny
bread

baby
beets
bug
bottle

"P"

Potty
pipe
puppy
peas
pepper
pickle
pencil
peaches
prunes
potatoes

"M"

money
mustard
meat
mild
man
mama (use a snapshot)

"CH"

church
cheese
chicken
chair
choo-choo

"J"

jello

2. Complete list of familiar things to present a wide variety of sounds:

(Some of these words are the same as those for b, p, m, ch, j.)

"A"

apple
arm
automobile

"B"

baby
bacon
ball
balloon
banana
band
barber
barn
bat
bath
bathroom
bathtub
bathrobe
beads
bed
bed
bedroom
bell
belt
bike
billfold
birthday cake
birds
boat
book
boots
bottle
boy (boys)
bread
broom
buggy
bunny
bureau
bus (bus stop)
butter
bush
button

"C"

cake
candle
candy
cap
car
cat
chair
checkmark
cheese
chickens
chisel
church
cigarette
clock
closet
clouds
coat
coffee
collar
comb
cookies
cow
crayon
crying
cup
cupboard

"D"

danger
desk
dime
dining room
dishes
doctor
dog
dollar
door
down
dress
drum
drummer
duck

"E"

ears
egg
engine
entrance
eyes
exit

"F"

farm
farmer
father
feet
fell
fence
field
fingers
fireman
fire escape
fish
first aid
flag
flower
foot
fly swatter
fork
fruit

"G"

galoshes
gate
girl
gentlemen
girls
glass
glasses
gloves
go
goldfish
grass

"H"

hair
hammer
hand
handkerchief
hat
head
hen
horn
horse
house

"I"

ice cream
in
iron
ice cream cone

"J"

jello
jelly
juice

"K"

keep off
kettle
kitchen
keep out
kitty
key
kite
knife

"L"

ladies
lamp
letter
livingroom
leaf
lightbulb
leg

"M"

mailbox
man
match
meat
men
milk
money
monkey
moon
mop
mother
mouth

"N"

nails
nose
nurse
no tresspassing

"O"

out

"P"

paint
pajamas
paint brush
pan
paper
pen
pencil
poison
policeman
piano
pie
plane
pliers
popcorn
potato
private
pull
pumpkin
puppy
push

"R"

radio
rain
rake
railroad crossing
razor
road
roof
rope
rug

"S"

safety pin
sailor
salt
sandpaper
sandwich
Santa Claus
saw
school
scissors
shellac
shirt
screw driver
shoes
shovel
show
shirt
skirt
slide
slow
snowman
soap
socks
soldier
soup
spoon
squirrels
stain
stamp
steel wool
steps
stool
stop
store
stove
street
sugar
suit
sun

"T"

table
tacks
tea
telephone
television
tie
toast
toaster
toothbrush
towel
train
toothpaste
tray
tree
turkey

"U"

underwear
up

"V"

vacuum cleaner
valentine
vegetables

"W"

wagon
watch
wax
walk
water
window
George Washington
wet paint
women
waste basket
woodpecker

"Z"

zipper
zoo

3. Pictures showing action:

batting a ball
digging
crying
hammering
dancing
running
fighting
sleeping
painting
cooking
singing
jumping
changing a tire
eating
cutting grass
swinging
swinging
shoveling
writing
laughing

4. Pictures of furniture:

Use pictures of things with which the children are familiar.

5. Story pictures:

Pictures of the seasons

Pictures of different sports

Pictures that tell a story, i.e., a cover picture from a "Saturday Evening Post"

6. Pictures for learning more about big and little:

Illustrative pictures of this type are easy to find, e.g., big bottle of catsup; big boy and little boy. Place both pictures on same card.

7. Greeting cards:

Look for those with fuzzy kittens, etc., as children love to touch and feel them. With rubber cement place one picture in the middle of a tag board card. DO NOT put more than one picture on a card. DO NOT use both sides or write anything on the cards.

Making an Easel and Pocket Chart

A rack, easel, or pocket chart is necessary for displaying pictures.

An easel can be made with two pieces of heavy cardboard, masonite or plywood. Each piece should be at least 12" by 18". Join these boards along the 18" side by glueing on a hinge of strips of cloth or strips of leather cut from old gloves. Put a strap or stout cord on each side to keep the easel at a proper angle. This easel will fold up for compact storage.

Use 1 yard of 1" elastic. Sew the ends together and slip it over the working side of the easel, about an inch from the bottom. It should be a little tight. Slip the pictures under this elastic to keep them from slipping.

Do not decorate. The easel can be painted a soft color, but anything else decorative would detract and bother the children. The displayed materials should attract their attention, nothing else.

POEMS AND FINGERPLAYS FOR USE IN A SPEECH IMPROVEMENT PROGRAM

MY POLICEMAN

He is always standing there
At the corner of the Square;
He is very big and fine
And his silver buttons shine.

All the carts and taxis do
Everything he tells them to,
And the little errand boys
When they pass him make no noise.

Though I seem so very small
I am not afraid at all;
He and I are friends, you see,
And he always smiles at me.

Once I wasn't very good
Rather near to where he stood,
But he never said a word
Though I'm sure he must have heard.

Nurse has a policeman too
(Her's has brown eyes, mine has blue),
Her's is sometimes on a horse,
But I like mine best of course.

Rose Fyleman, Time for Poetry, ed.
May H. Arbuthnot; Scott, Foresman &
Co.: Chicago, Ill.; 1959; p. 38.

"STOP - GO"

Automobiles
In
a
row
Wait to go
While the signal says:
STOP

Bells ring
Tinagling
Red light's gone!
Green light's on!
Horns blow!
And the row
Starts
to
GO

Dorothy W. Baruch, Time for Poetry, ed. May H.
Arbuthnot; Scott, Foresman & Co., Chicago, Ill.;
1959; p. 178.

FIVE STRONG POLICEMEN

Five strong policemen standing by a store
(hold up hand, fingers extended)
One became a traffic cop and then there were four
(bend down thumb)
4 strong policemen watching over me
One took home a lost boy and then there were 3
(bend down one finger)
3 strong policemen dressed all in blue
One stopped a speeding car, and then there were 2
(bend another finger)
2 strong policemen--how fast they can run!
One caught a bad man and then there was one.
(bend down another finger)
1 strong policeman saw some smoke one one day
He called the firemen who put out the fire right away.

Dorothy Prochnow, Rhymes for Fingers and Flannelboards, ed. Louise Binder Scott and J. J. Thompson; Webster Publishing Co., St. Louis, Mo.; 1960; p. 25.

POLICEMEN

On busy corners every day,
In uniform I'll stand
I'll help to move the traffic as
I signal with my hand
To buses, trucks and motor cars
And people walking, too.
So they'll obey each traffic law,
I'll show them what to do.

And oh, what happy words I'll hear
From parents who will know
I help their children cross the street,
As on to school they go.

Donald L. Gelt, What Will I Be from A to Z? National Dairy Council, Chicago, Ill.; 1959, p. 17.

POEMS ABOUT POLICEMEN

P's the proud policeman
    With buttons polished neat.
He's pleased to put his hand up
    When you want to cross the street.
By daylight he protects you;
    He protects you through the dark,
And he points the way politely
    To the playground or the park.

Phyllis McGinley, Time for Poetry,
ed. May H. Arbuthnot; Scott,
Foresman & Co., Chicago, Ill.;
1959, p. 37.

THE POLICEMAN

He never used to notice me
When I went by, and stared at him.
And then he smiled especially,
And now he says, "Hello there, Jim."

If he becomes a friend of mine,
And I learn all I ought to know,
Perhaps he'll let me turn the sign
And make the people Stop! and Go!

Marjorie Seymour Watts, Time for
Poetry, ed. May H. Arbuthnot;
Scott, Foresman & Co., Chicago,
Ill.; 1959, p. 39.

STOP, SLOW, AND GO

Go to the store and buy some purple thread;
Stop, stop, stop, if the light turns red!

Go anywhere, but be very careful, fellow!
Slow, slow, slow, if the light turns yellow!

Go to the station for a tank of gasoline;
Go, go, go, if the light turns green!

Louise Binder Scott, Talking Time,
2nd Ed.; Webster Publishing Co.,
St. Louis, Mo.; 1967, p. 86.

RECORDS FOR USE IN A SPEECH IMPROVEMENT PROGRAM

We Listen

1. Pram Records - Greystone Corp., 100 Sixth Ave., New York 13, N. Y.
    - Nice (Bye-Bye) #1
    - Baby's Bath (Peek-a-Boo) #6
    - Toys (Sleepy Time) #3
    - What Does Baby See? (Hear?) #4
    - Clap Hands (Up-UP-Up) #5
    - Where Are Your Eyes (Big and Little) #2
2. Columbia Record Company
    - Train to Toyland J-171
    - The Noise Song MSY 93
    - Put your Finger in the Air J-187
3. Childcraft Records
    - Telephone Song #8
    - Nursery Rhymes #6
    - Sidewalk Songs CM32
4. Peter Pan Records
    - Nursery Rhymes 2115
5. R.C.A. Bluebird Children's Records
    - Fun with Mother Goose BY31
    - Old McDonald's Farm BY 30

We Listen and Respond

1. Golden Records
    - Golden Treasury of Lullabyes BR27
    - Thumbelina R130
    - Clock Symphony R126
2. Jean Barnett Records -- George Stanley, 1225 Biscayne Point Rd., Miami Beach, 41, Florida
    - Rhythms - March, run, skip, gallop, swing - 601
    - Seven Steps 602
    - Thorn Rosa 600
    - Dance of Greeting 601
    - Chimes of Dunkirk 602

3. Your Peoples Records

Every Day We Grow YPR 4505
Little Fireman 615
Rainy Day 712
Building a City YPR711
When the Sun Shines 617
Hooray! Today is Your Birthday 222

4. RCA Victor Record Library

Basic Listening Program: Volume II E78
Volume IV E80

5. Decca Records

Mother Goose Songs 73573
Sing a Song of Safety 74164

FILMS AND FILMSTRIPS FOR USE IN A SPEECH IMPROVEMENT PROGRAM

NOTE: This list of films is included for the teacher's convenience. They have not been reviewed and are not complete, but may serve as a starting point in looking for supplementary materials.

Films Available from Audiovisual Center
Division of Extension & University Services
University of Iowa
Iowa City, Iowa 52240

Arrest & Search of Persons: U-3001, 45 min. sd C. $6.50. Shows approved procedures and precautions in the arrest and search of persons. C.F.

Arteries of the City: U-859, 11 min. sd J-C $1.65. Outlines development of a cities transportation facilities; nature and scope of modern traffic control; distribution of residential and business sections; daily flow of people among those areas; transportation planning, subway, suburban train, ferry, bus, and auto traffic systems; the roles of highways, bridges, tunnels and police regulations. EBF

Basic Court Procedures U-2908, 14 min. s.d. J-C $3.25. Explains functions of judicial system in a democracy; demonstrates how the law operates, explains some specialized legal terms, and shows the roles played in various courtroom functionaries. COR

Career Reports Series: The Law Enforcement Officer, I-6222, 29 min. sd H-Ad $.75. Outlines various career opportunities in law enforcement activities at the community level. MTP.

The City U-5842, 11 min. sd. color P-I $3.00. Shows characteristic features of a complex modern city; its many different types of buildings... its diversity of neighborhoods, major transportation facilities, hugh sprawl of suburban areas, and the city's elected government body which provides services, such as fire and police protection for the many people who live there. EBF.

The Cry for Help U-6006, 36 min. sd C-Ad $5.00. Examines some of the factors that lead people to suicide, suggests that a better understanding of these factors, and more considerate treatment of people who have attempted to take their own lives, would considerably reduce the number who later succeed in repeated attempts. Fast, well-informed police action is shown to be one of the best preventives. The demonstrations of the Chicago police force are especially noteworthy. NIMH.

Fire and Police Service U-2349, 11 min. sd. H-C $1.65. Presents and explains the work of the fireman and policeman... Outlines the many kinds of police work, including city, county, state, federal, and private, and summarizes police work in patrol, traffic, accident prevention, detection, ballistics, and others. VGF.

The Policeman (2nd Edition) U-1070, 11 min. sd. P-E $1.65. Portrays some activities of the police force, and depicts the daily activities of a typical city policeman, Jim Barnes. He is shown finding a lost child, arresting a reckless driver, recovering a lost bicycle, and helping his community in many active ways. EBF

Are You a Good Citizen? U-2876, 11 min. sd J-C $1.65. Mr. Heineman has just been chosen to preside over the "Citizenship Day" celebration. The reasons why he is considered such a good citizen serve to introduce a check-list of citizenship essentials. COR

Citizenship and You U-5239, 14 min. sd. J-Ad $1.65. Story of Larry Keith, who must complete a list of requisites of good citizenship for a civics assignment. He discusses the list with his father and finds that he, himself, a high school student not old enough to vote, has many opportunities to fulfill these requisites in the social environment...COR

Why We Respect the Law U-3111, 14 min. sd. J-C $3.00. Shows that only under law can we have real freedom; that law makes the difference...So we should respect the law because of our need for it. COR

Why Vandalism? U-4248, 17 min. sd. J-H $3.25. The problems of vandalism strike at the roots of our democracy. This film probes the underlying causes which lead three boys to destroy a classroom, and suggests ways in which vandalism might be curbed. EBF

Understanding the Law U-3684, 11 min. sd. H-Ad $1.65. Explains the right of individuals to be protected from the law and by the law. It dramatizes a felony case to illustrate step-by-step functions in the due process of law. EBF

The Dangerous Stranger U-3008, 10 min. sd. I-H $1.65. Presents a forceful but not unpleasant story to place children on guard against child molesters. SDP

Inside the Federal Bureau of Investigation U-1652, 10 min. sd. J-H $1.65. Outlines the program of the F.B.I. to protect the nation against crime and subversion. Shows methods of tabulating and identifying fingerprints, class sessions for special agents in training and laboratory practice in police techniques. TFC.

Nor Iron Bars a Cage 20 min. sd. H-Ad $1.00. This is the story of Bill Jennings, sentenced to 10 years in Iowa State Reformatory. It is the story of one man, brought into a correctional institution reacting to the conditions of his confinement and to the opportunities offered to him for reorientation and training toward the time he will be "out." Yet it is the story of the work of the officials within the reformatory and of their efforts to guide the many Bill Jennings behind the bars---helping them to take the initiative toward their own return to society. ISU.

Right or Wrong? (Making Moral Decisions) U-3335, 11 min. sd. J-C $1.65. A gang of high school boys break a warehouse window; one is caught. Moral decisions of the watchman, boy's mother, property owner, police sargeant, social worker, and the boy are highlighted to motivate thinking and discussion. COR

What About Juvenile Delinquency? U-4096, 11 min. sd. J-C $1.65. This portrays everyday problems which the average adolescent must face. They deliberately avoid any ready-made solutions, but are designed so that they challenge students to discuss and arrive . . . at answers which help them to solve their problems and build good character. YAF

Youth and the Law U-5916, 41 min. sd. H-Ad $6.50. Presents several actual juvenile delinquency cases to show how one city handles its juvenile problems. Demonstrates the policeman's method of handling the case and reviews the purpose and operation of the Juvenile Court in a community. IFB

Rules and Laws U-3291, 14 min. sd. E-1 $3.25. Designed to help instill an understanding of the purpose of rules and laws in our society, this film demonstrates that laws in the adult world are like rules in children's games. A group of youngsters discover that having rules and abiding by them makes playing together enjoyable for all. They consider, too, specific laws which have benefited the people of their community. E.B.F.

Bicycle Safety U-3086, 11 min. sd. 1-C $1.65. Reviews responsibilities of the bicycle rider. Shows that it is his duty to maintain the bicycle in good mechanical condition, to obey all traffic rules, and to watch out for others. Shows how to inspect bicycle, and demonstrates the rules of the road. MH

Bicycle Safety Skills U-4541, 11 min. sd. P-J $1.65. Cliff, whose mastery of safety skills earns him an operator's license, shows his brother, who is still too young to ride in the street - the performance techniques, traffic rules and procedures, and bicycle inspection practices that make safe cyclers today and good motorists tomorrow. C.O.R.

Drive Your Bike U-4503, 8 min. sd. color P-J $3.00. Jiminy Cricket traces the history of the bicycle and points out the safety rules. He sings and dances to "I'm No Fool" as he conducts a safety contest between Y-O-U and a Common Ordinary Fool. D.P.

Once Upon a Bicycle U-4815, 11 min. sd. E $1.65. Prepares young bike riders for their role as tomorrow's motorists ... It also shows the correct and responsible way of handling their bicycles and themselves. S.D.P.

Patty Learns to Stop, Look and Listen U-3462, 16 min. sd. color E $6.00. A safety film for young children. Presents a true story of Patty Gorman, who ran out on a crowded highway and was struck by a car. The film takes the accident through its various phases ... FF

Street Safety U-3531, 11 min. sd. E-J $1.65. Demonstrates safer practices when walking and playing in and near streets, driveways...Introduces carelessness as being the biggest enemy of young people...Knowing safety rules is essential...also should think...and practice them. YAF.

When You Are a Pedestrian U-2526, 11 min. sd. J-C $1.65. Educational film showing causes and results of poor pedestrian habits. PP.

The following films are available through Area 10 Educational Media Center, 346 Second Ave., SW, Cedar Rapids, Iowa 52401. We would suggest that you consult your local media center for similar information regarding available materials.

I'm No Fool With a Bicycle P-1 F-1 WDP, 8 min. SO Color $1.00. Summary given above.

The Policeman EBF, 11 min. sd B/W $50; p; F-94. Explains in detail the organization of a police department.

What Our Town Does for Us P F-287 COR 1 min. SD B/W $55. When Billy goes to his town hall...he sees services provided the community by its government. Billy's tour of the town hall shows young audiences how community governments are organized, and Billy learns that...taxes support the community government.

Teacher Evaluation

Date__________________

Level Taught__________________

Identify lesson and specify activity.

Lesson No.:_______________Lesson Title______________________________

____

Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions
for teacher: Very helpful____Somewhat helpful____Not helpful____

Resources: Very helpful____Somewhat helpful____Not helpful____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Date__________________

Level Taught__________________

Identify lesson and specify activity.

Lesson No.:_______________Lesson Title______________________________

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Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions
for teacher: Very helpful____Somewhat helpful____Not helpful____

Resources: Very helpful____Somewhat helpful____Not helpful____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Date__________________

Level Taught__________________

Identify lesson and specify activity.

Lesson No.:______________Lesson Title______________________________

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Check:

Content: Very appropriate__ Somewhat appropriate__ Not appropriate__

Suggestions for teacher: Very helpful____ Somewhat helpful____ Not helpful____

Resources: Very helpful____ Somewhat helpful____ Not helpful____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Date__________________

Level Taught__________________

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Check:

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Suggestions
for teacher: Very helpful____Somewhat helpful____Not helpful____

Resources: Very helpful____Somewhat helpful____Not helpful____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Date__________________

Level Taught__________________

Identify lesson and specify activity.

Lesson No.:______________Lesson Title______________________________

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Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions for teacher: Very helpful____Somewhat helpful____Not helpful____

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Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Date___________________

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Identify lesson and specify activity.

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Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions for teacher: Very helpful____Somewhat helpful____Not helpful____

Resources: Very helpful____Somewhat helpful____Not helpful____

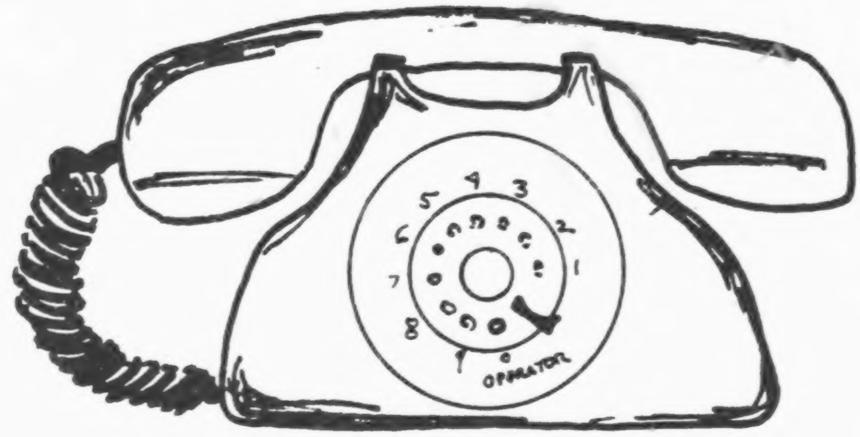
Evaluative Statement:

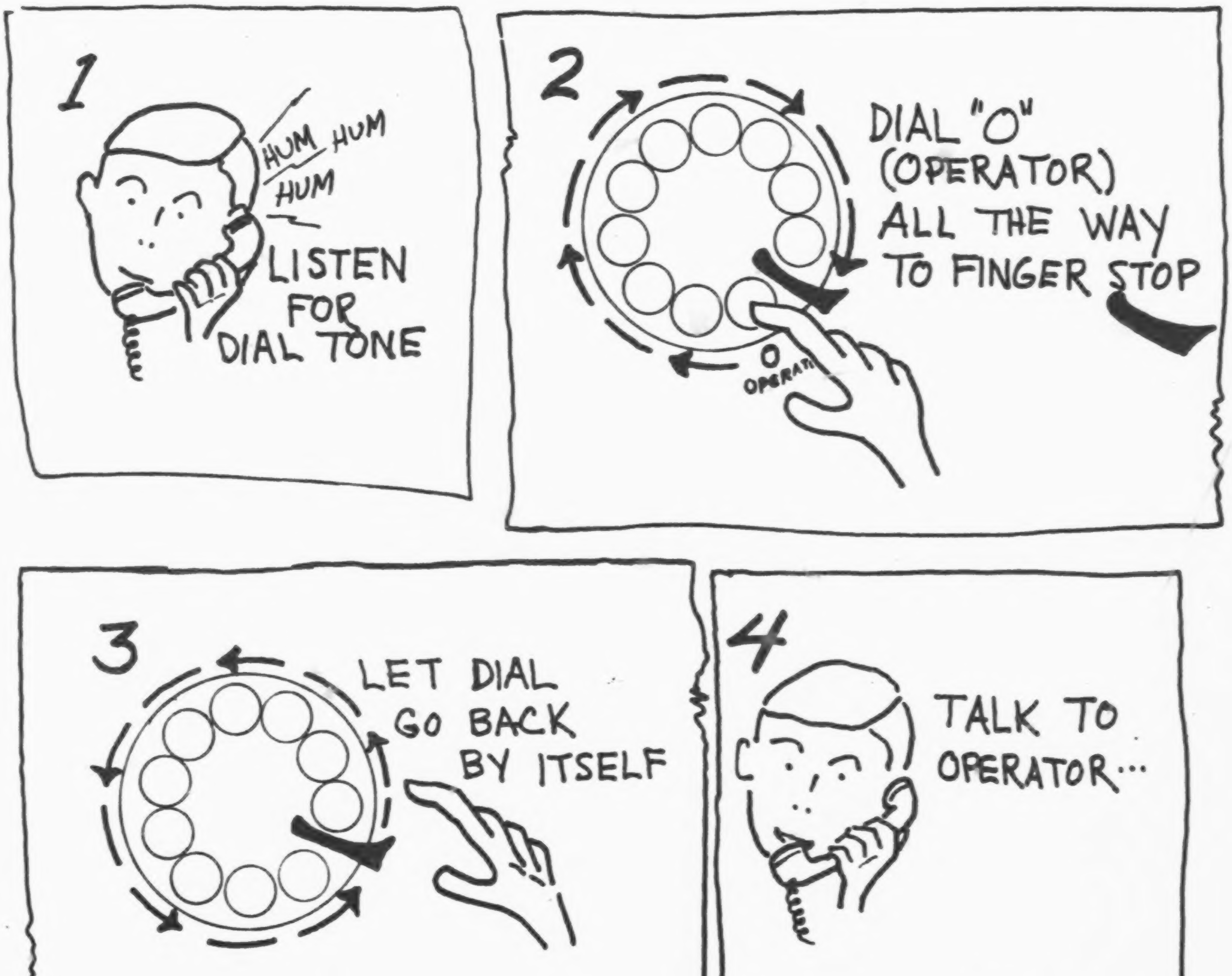
Suggestions for Revision:

Duplication materials should be arranged as follows:

How We Get Help
Speech Badges
Speech Bingo Game
Speech Bingo
Picture Glossary (There are 8 pages titled Picture Glossary--these pages are numbered.)
Policeman Paper Bag Puppet
Traffic Signal Cookies (Three pages: A, B, and C.)
Traffic Light
Traffic Signs (with picture of a stop sign, etc.)
Traffic Signs (with picture of a STOP AHEAD sign, etc.)
Policeman's Uniform and Equipment (Two pages titled this.)
Worksheet (Page with a crossword puzzle.)
Worksheet (Page with a dot-to-dot picture.)
Worksheet (Page with a puzzle picture.)
Music: Seven pages
    Oh, Do you Know Policeman Small?
    " " " " " " page 2.
    The Policeman
    Stop, Look & Listen
    Watch the Lights
    I'm a Traffic Cop
    The Traffic Policeman

HOW WE GET HELP


5 4 3
2
1
7
8
0
OPERATOR


1
HUM HUM
HUM
LISTEN FOR DIAL TONE
2
DIAL "O" (OPERATOR) ALL THE WAY TO FINGER STOP
0
OPERATOR
3
LET DIAL GO BACK BY ITSELF
4
TALK TO OPERATOR...

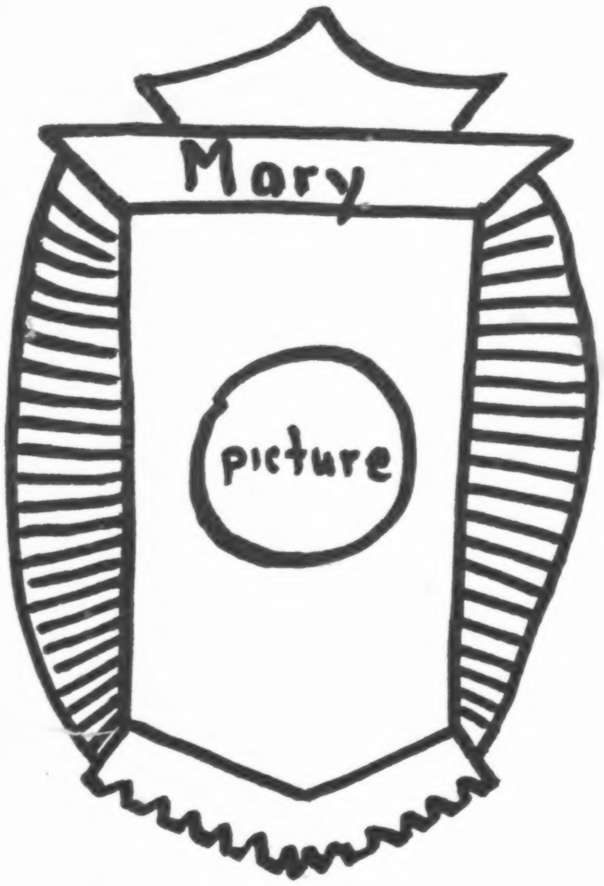
SPEECH BADGES

Materials:

- Construction paper
- Safety pins
- Magic marker
- Paste or glue
- Little pictures (in reading readiness books)

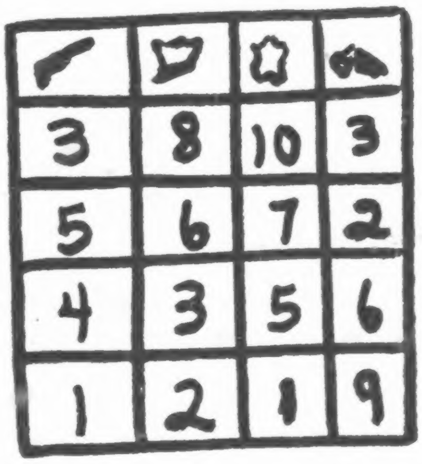
Procedures:

Using the following pattern, cut out a badge for each child. Paste a picture in the circle of an object that begins with a sound the child is learning. The child should wear his "badge" and answer using the name of the object in the picture.

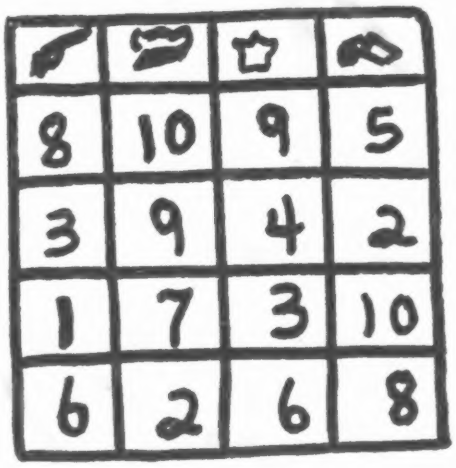


SPEECH BINGO GAME

On the following page is a pattern for making a Speech Bingo Game. Using one sheet for each child, fill in the squares with numbers. The numbers may be varied to meet the abilities of each individual class. For example, the trainable and primary class numbers would probably range from 1 - 10. Make each sheet different so that no two children have identical cards. (See figures below). Pass out sheets to the class. Call a number such as "Under gun, number 5. Under whistle, number 2. Under badge, number 5, etc." When a student's card is all filled, he is to say "Bingo."

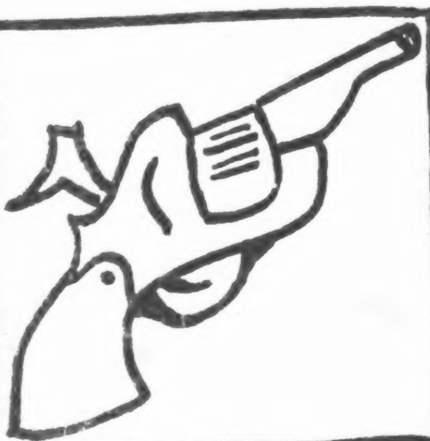
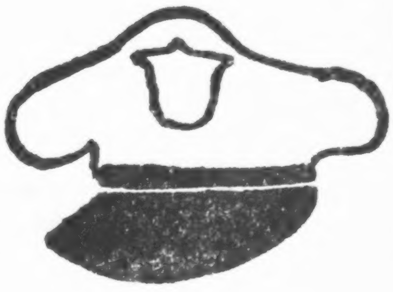
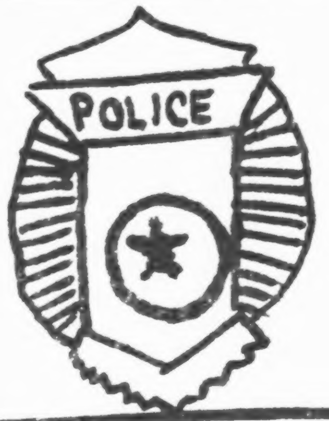
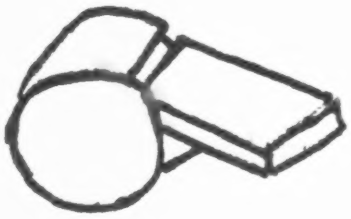


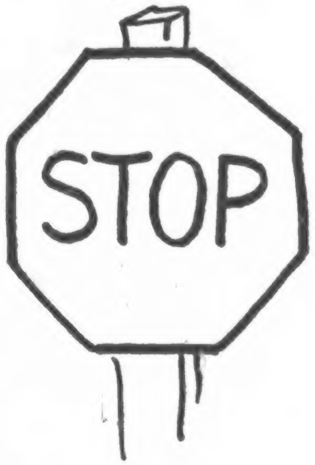
3	8	10	3
5	6	7	2
4	3	5	6
1	2	1	9

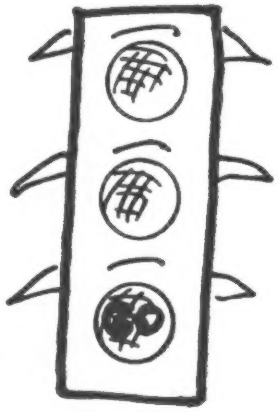


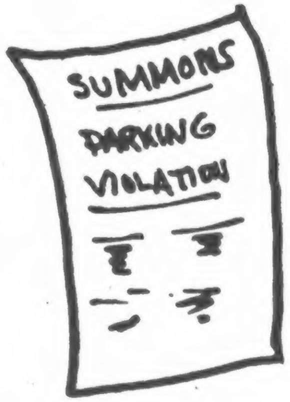
8	10	9	5
3	9	4	2
1	7	3	10
6	2	6	8

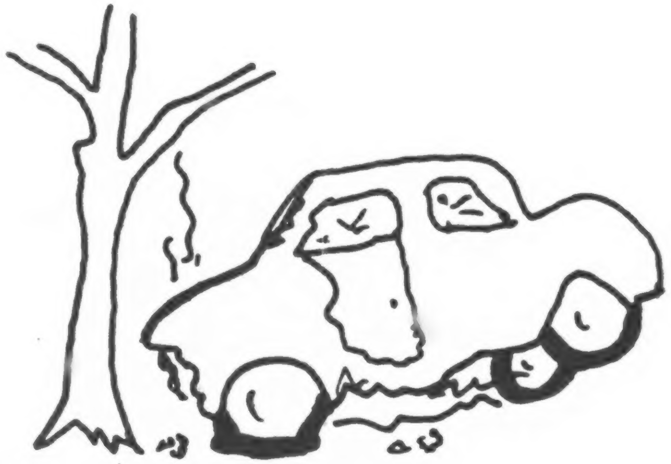
SPEECH BINGO






SUMMONS
PARKING
VIOLATION



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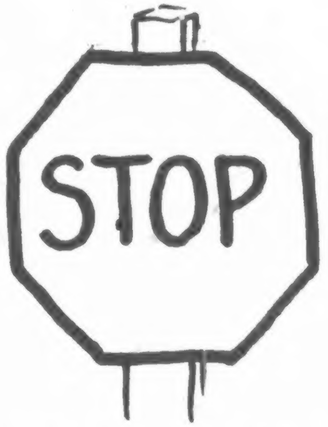
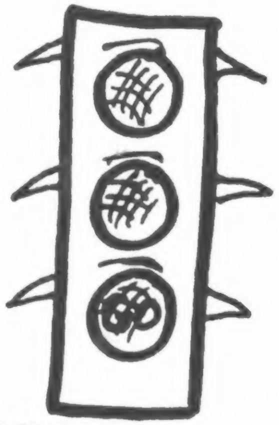
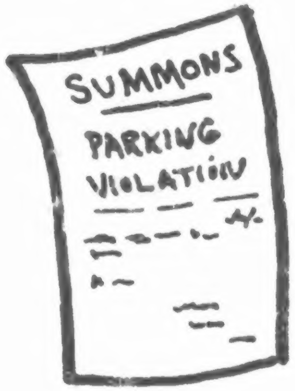


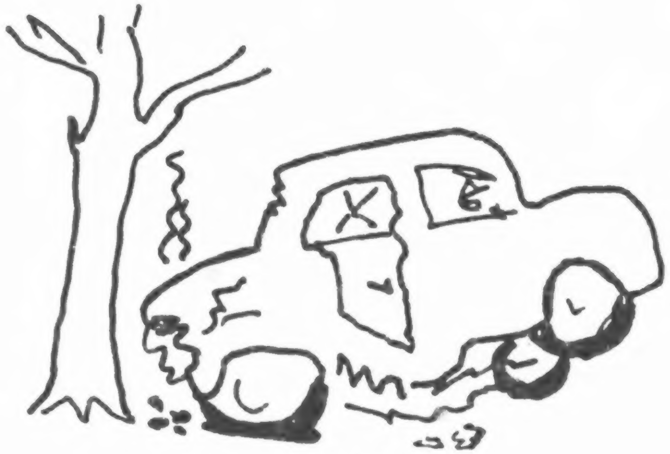
STOP SIGN



TRAFFIC
SIGNAL

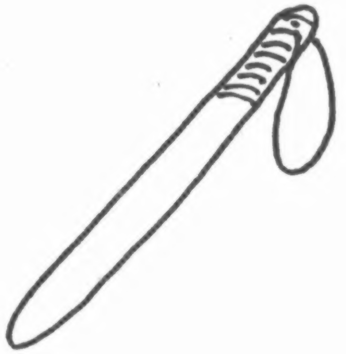

SUMMONS
PARKING
VIOLATION

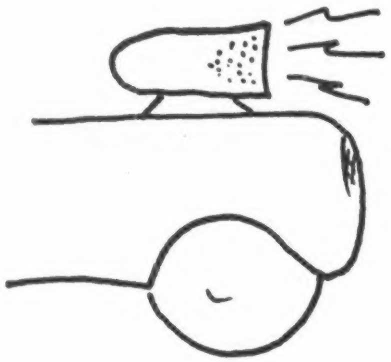
TICKET

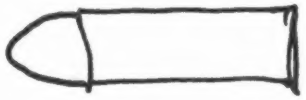


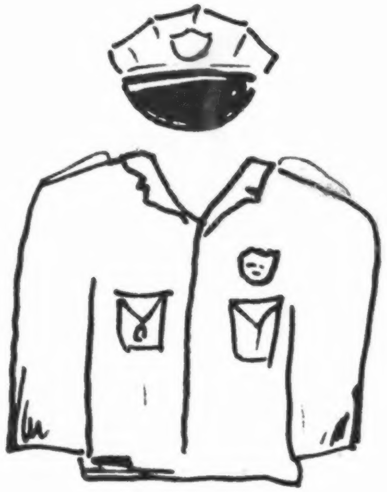
ACCIDENT

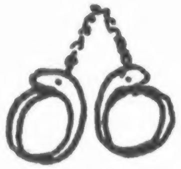
PICTURE GLOSSARY

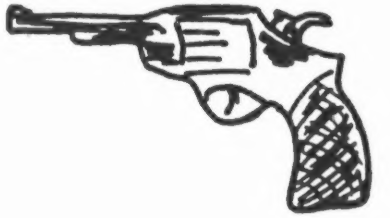


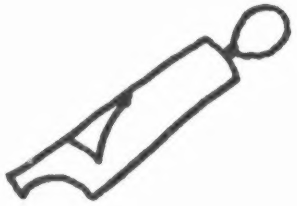












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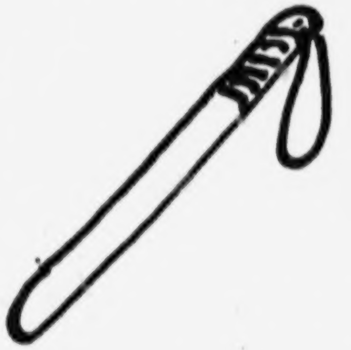
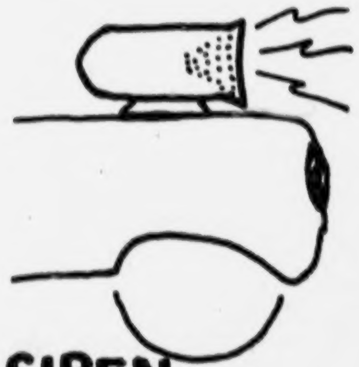
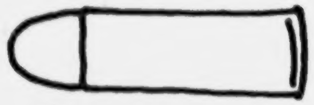


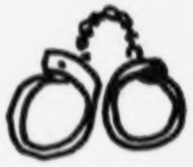
BILLY



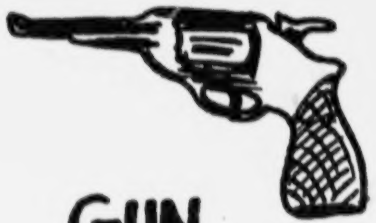
SIREN



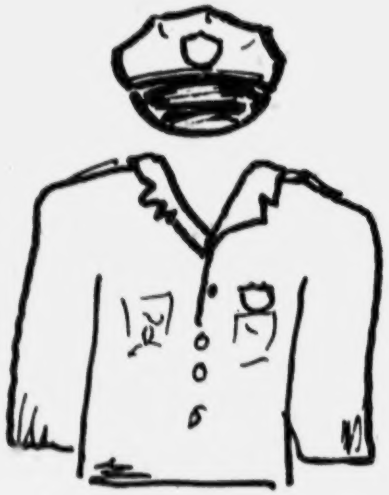
BULLET



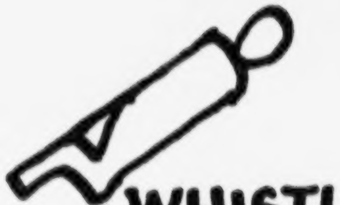
HANDCUFFS



GUN

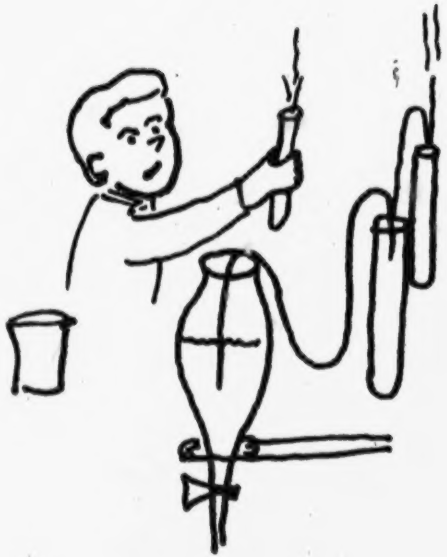


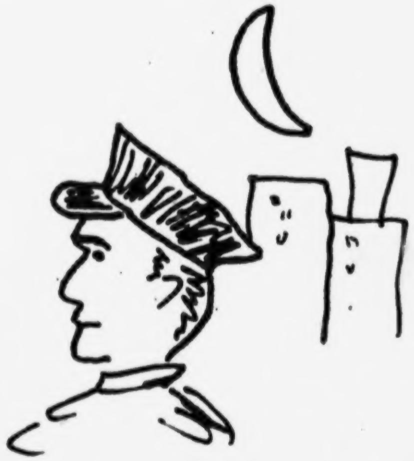
UNIFORM

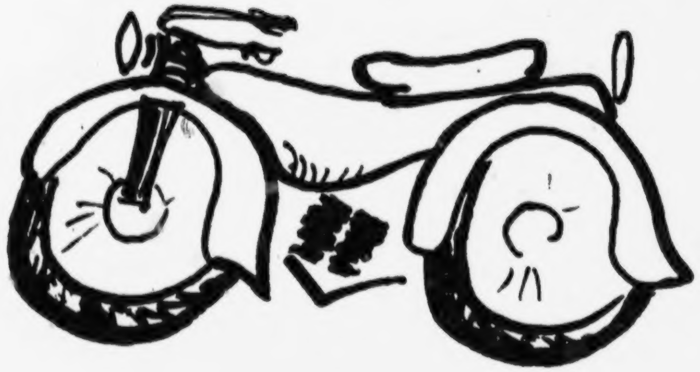


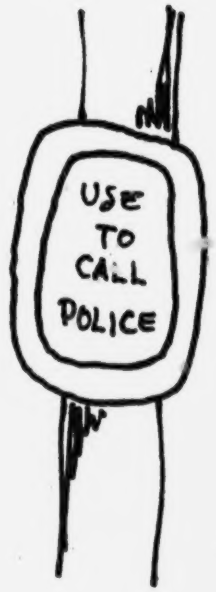
WHISTLE

PICTURE GLOSSARY



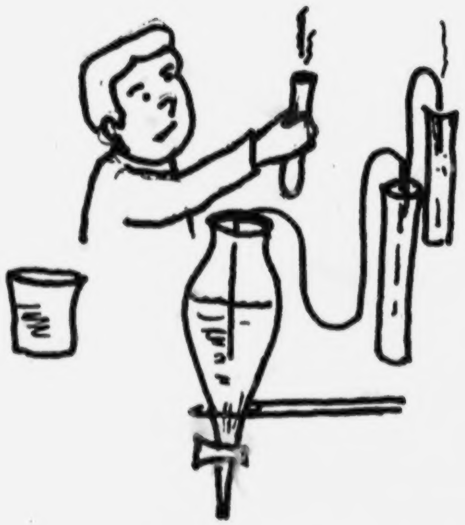




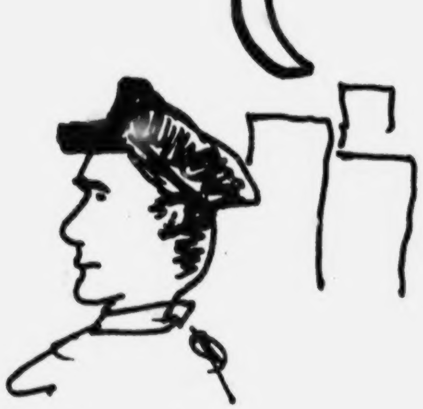


USE
TO
CALL
POLICE

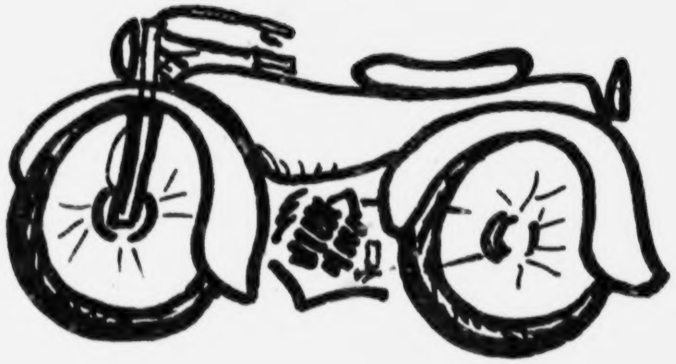
PICTURE GLOSSARY



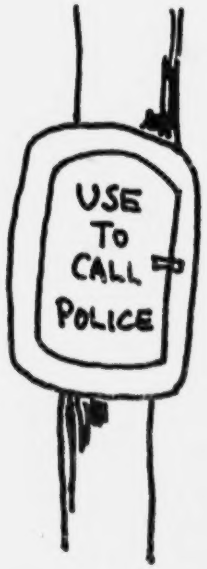
LABORATORY



NIGHT
WATCHMAN

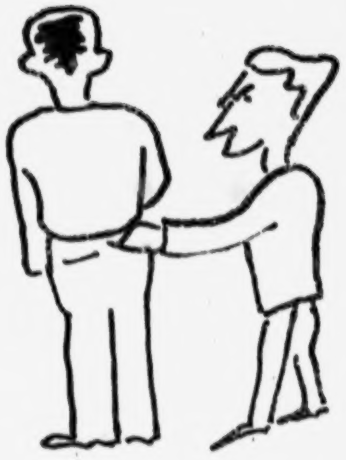


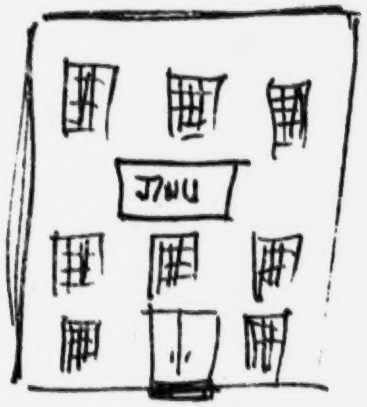
MOTORCYCLE

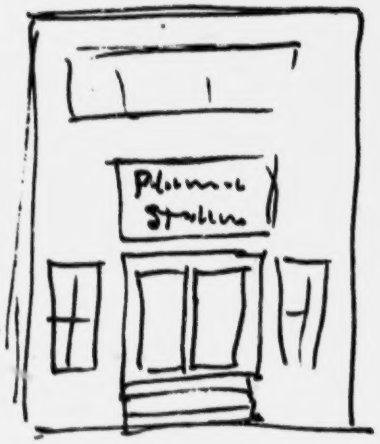

USE
TO
CALL
POLICE

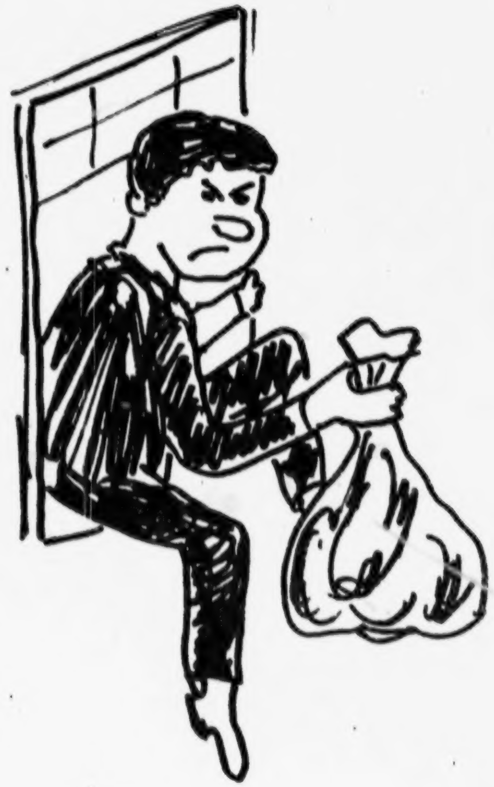
CALL BOX

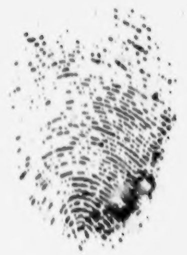
PICTURE GLOSSARY

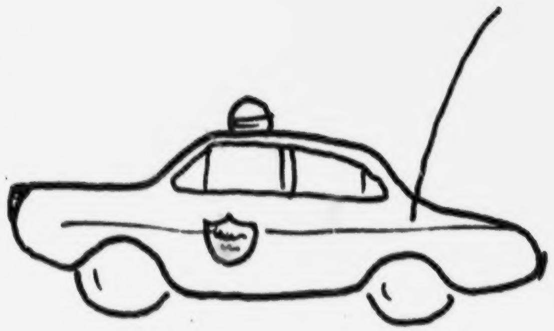




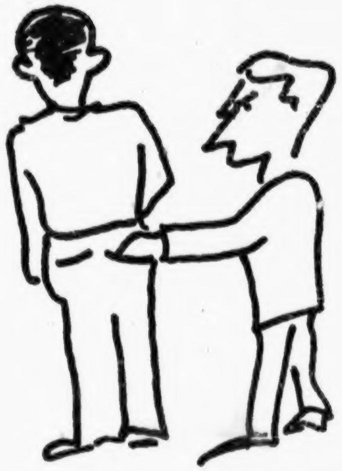




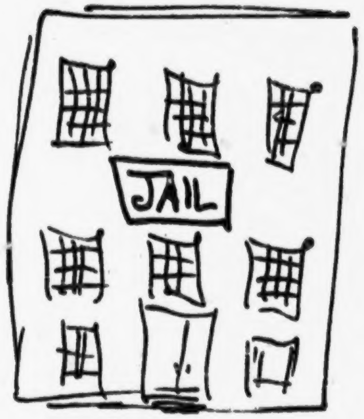




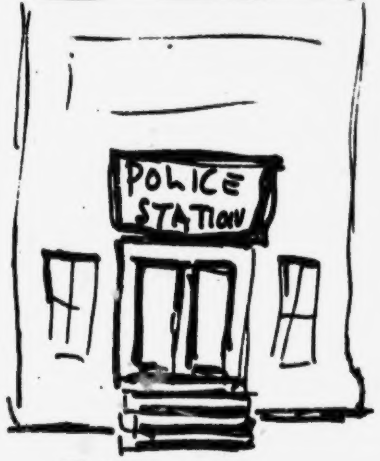
PICTURE GLOSSARY



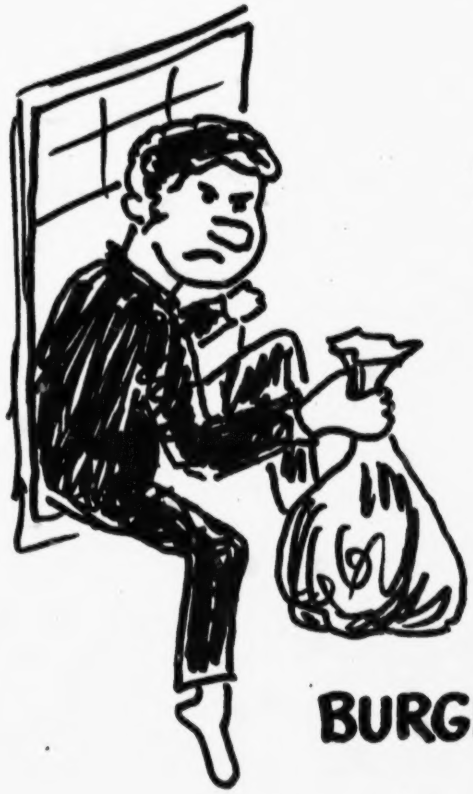
PICK POCKET



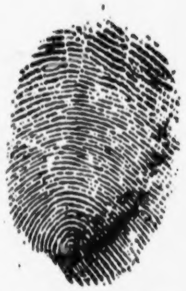
JAIL


POLICE STATION

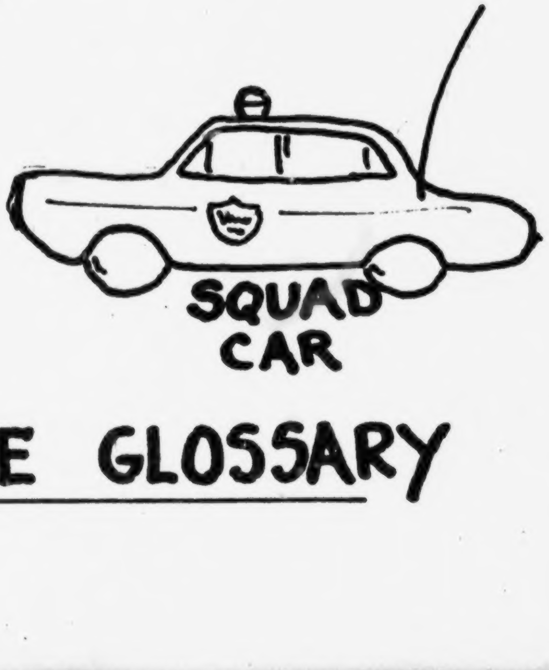
POLICE
STATION



BURGLARY



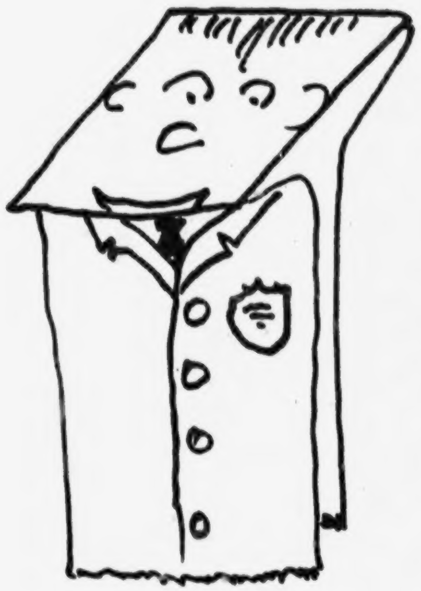
FINGERPRINT



SQUAD
CAR

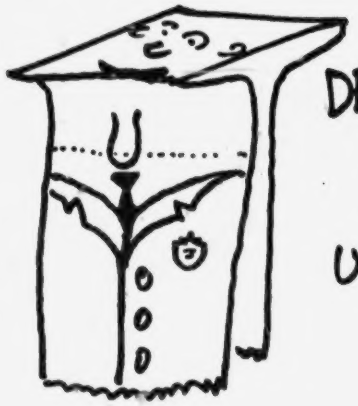
PICTURE GLOSSARY

POLICEMAN PAPER BAG PUPPET



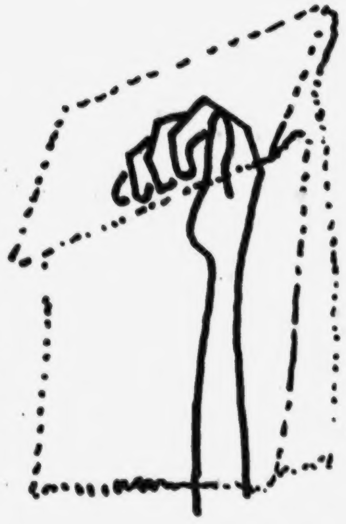
DRAW FACE
ON BOTTOM
OF 5"x10" BAG

USE FELT TIP
MARKER



DRAW TONGUE
ON SIDE
OF BAG
UNDER BOTTOM
FLAP

USE TEMPRA
PAINT TO COLOR
TONGUE & UNIFORM

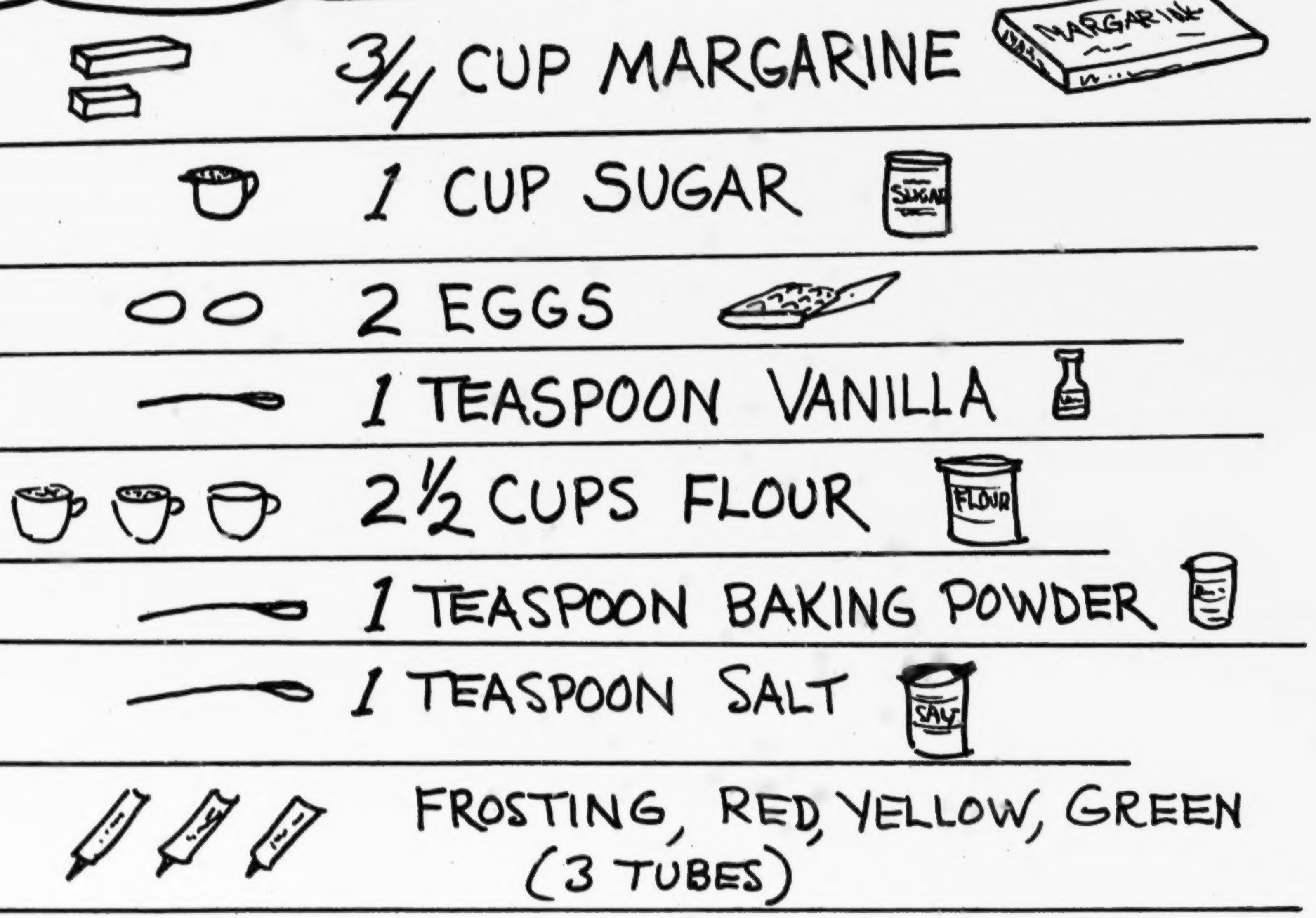


REACH INTO BAG
LOCK FINGERS
IN BOTTOM FOLD

OPENING & CLOSING
OF FINGERS WILL
MOVE HIS UPPER
LIP & MAKE HIM
"TALK"

TRAFFIC SIGNAL COOKIES

YOU WILL NEED THESE—



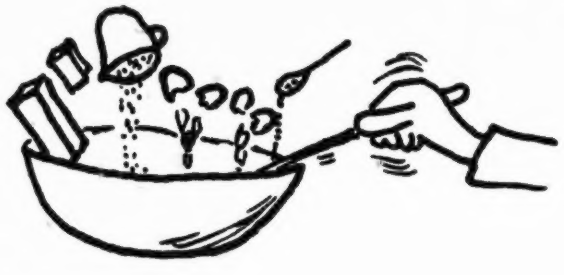
- 3/4 CUP MARGARINE
- 1 CUP SUGAR
- 2 EGGS
- 1 TEASPOON VANILLA
- 2½ CUPS FLOUR
- 1 TEASPOON BAKING POWDER
- 1 TEASPOON SALT
- FROSTING, RED, YELLOW, GREEN (3 TUBES)

Traffic Signal Cookies recipe
courtesy of Betty Crocker's Cooky
Book. Adapted from recipe on p. 59.

TRAFFIC SIGNAL COOKIES— CONT.

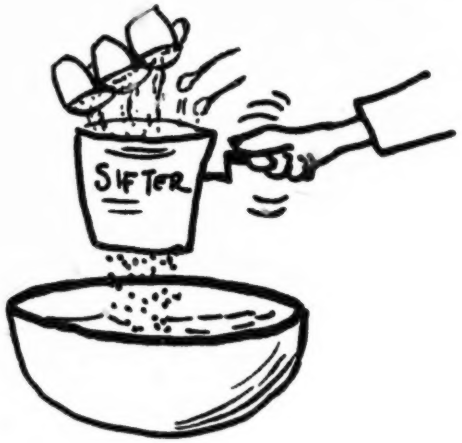
MIX—

MARGARINE
SUGAR
EGGS
VANILLA

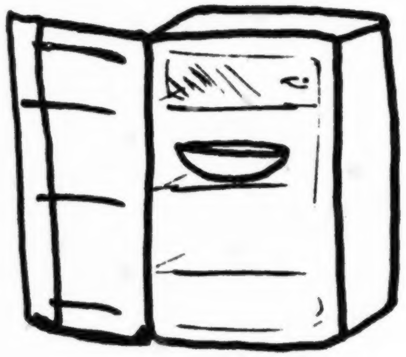


SIFT & BLEND—

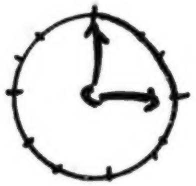
FLOUR
BAKING POWDER
SALT



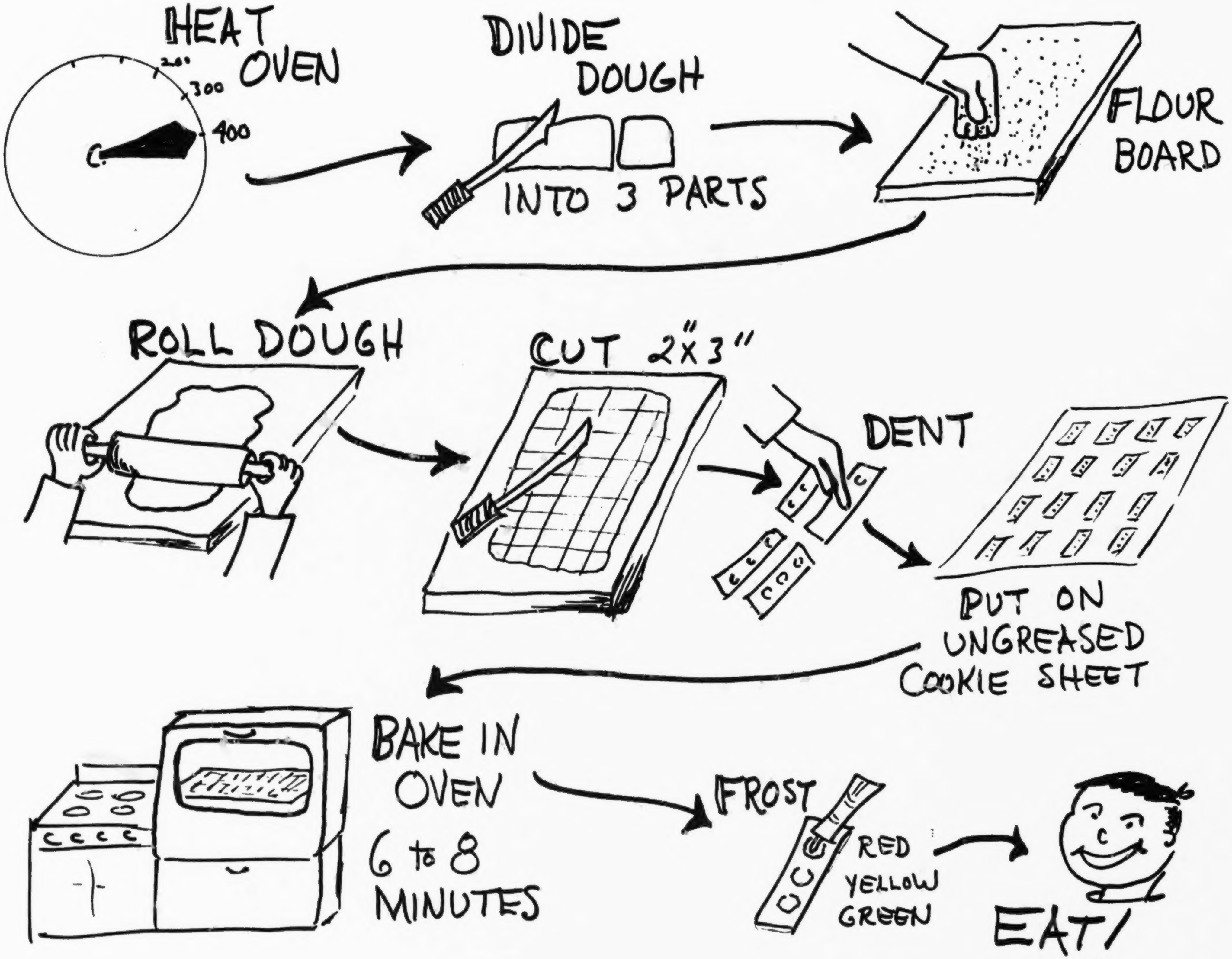
CHILL—



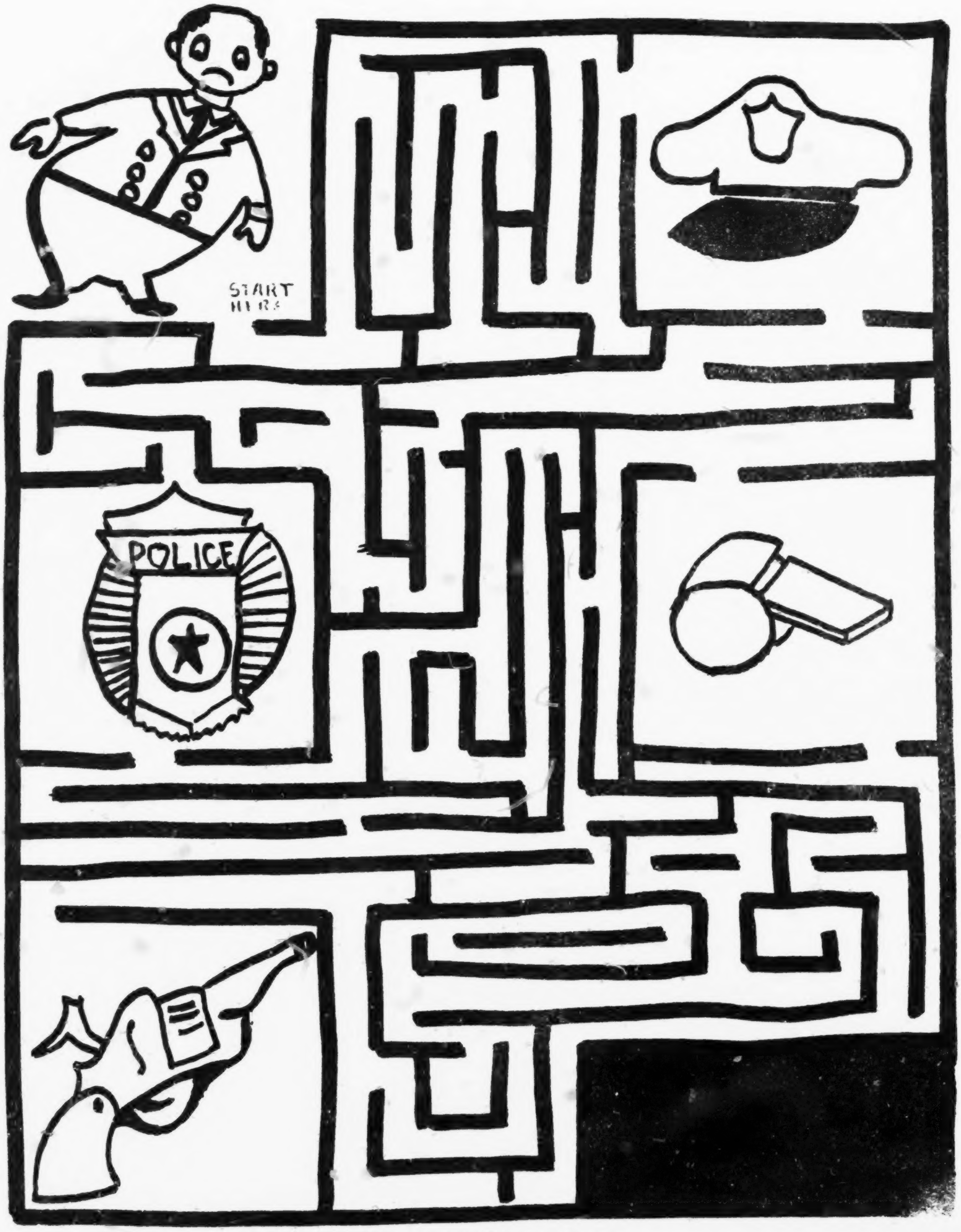
1 HOUR



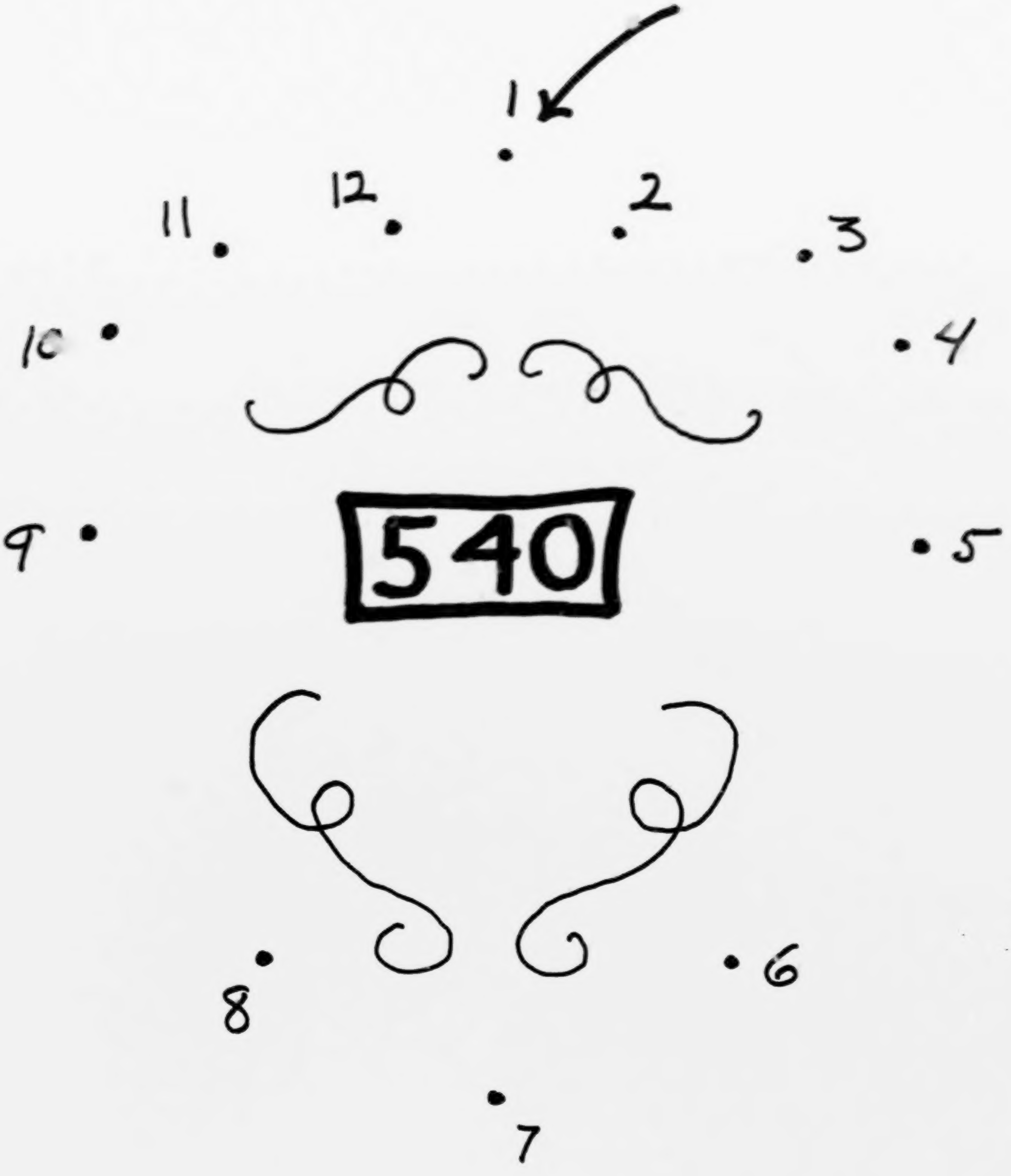
TRAFFIC SIGNAL COOKIES - CONT


HEAT OVEN
200
300
400
DIVIDE DOUGH
INTO 3 PARTS
FLOUR BOARD
ROLL DOUGH
CUT 2"x3"
DENT
PUT ON UNGREASED COOKIE SHEET
BAKE IN OVEN
6 to 8 MINUTES
FROST
RED
YELLOW
GREEN
EAT!

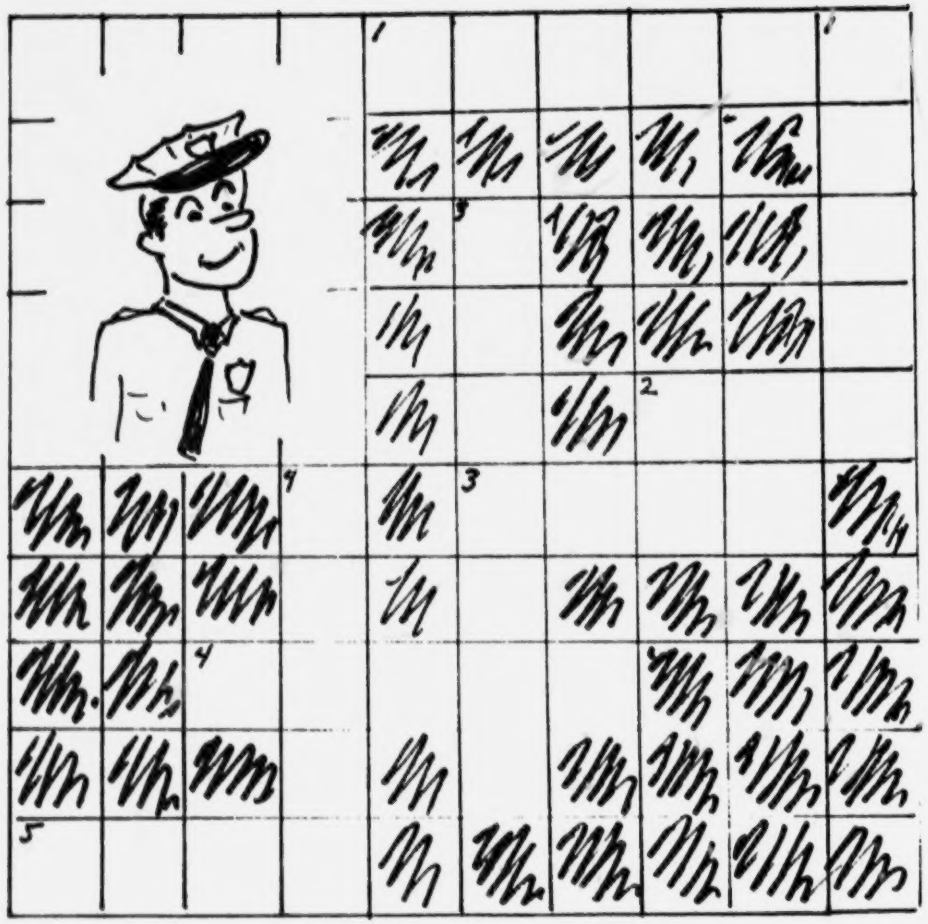
Can you help Sargeant Kelly find his things, so that he can get to work?


START
HERE
POLICE

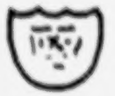
WORKSHEET

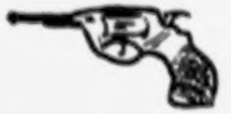

1
2
3
4
5
6
7
8
9
10
11
12
540

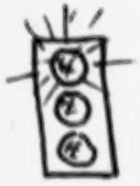
WORKSHEET

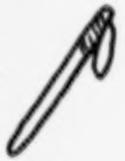


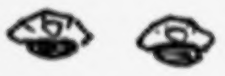
ACROSS

1. 

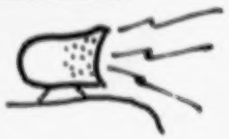
2. 

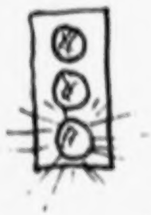
3. 

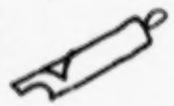
4. 

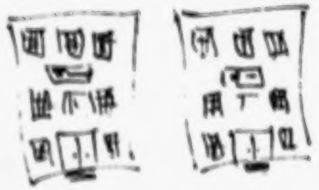
5. 

DOWN

1. 

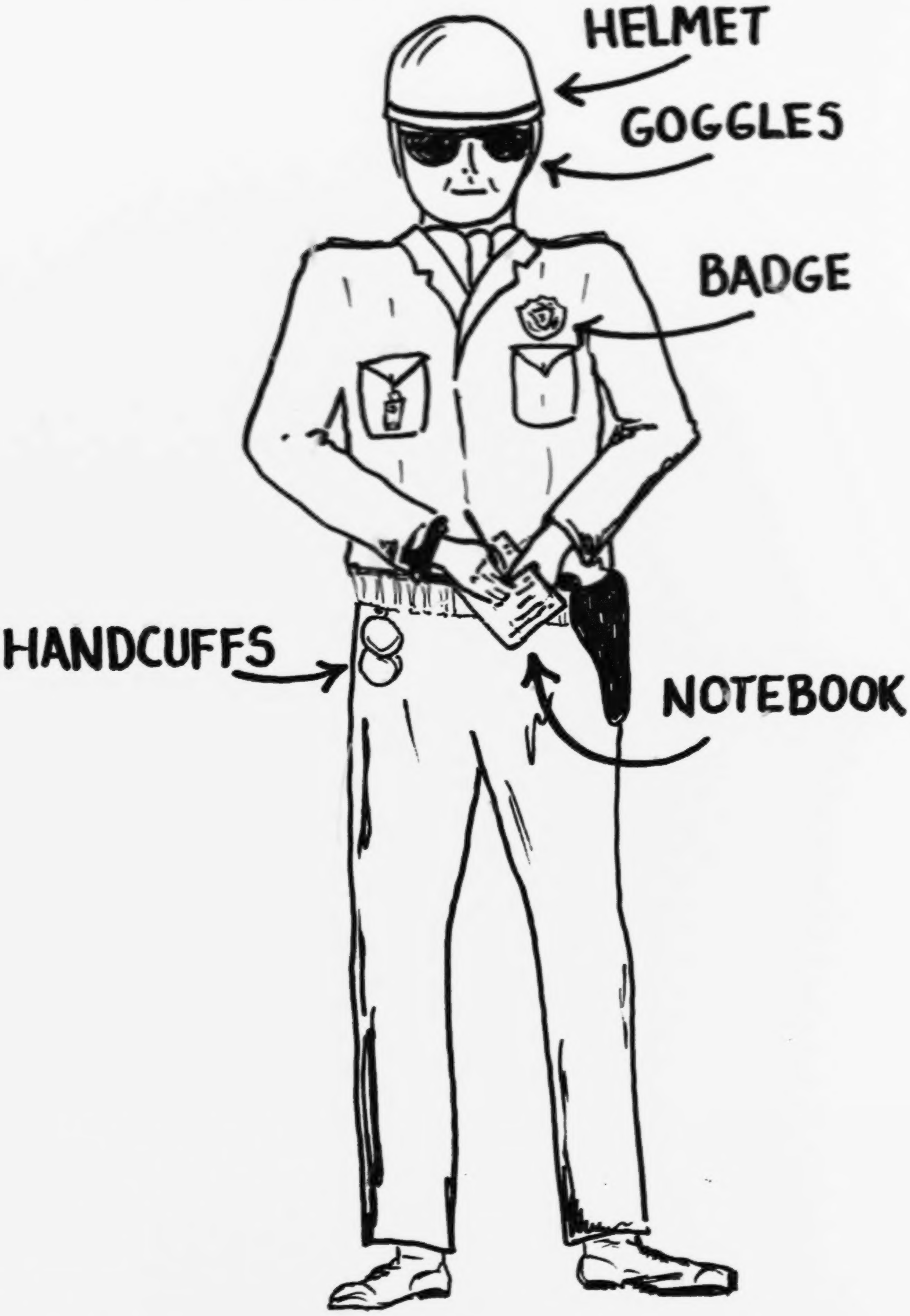
2. 

3. 

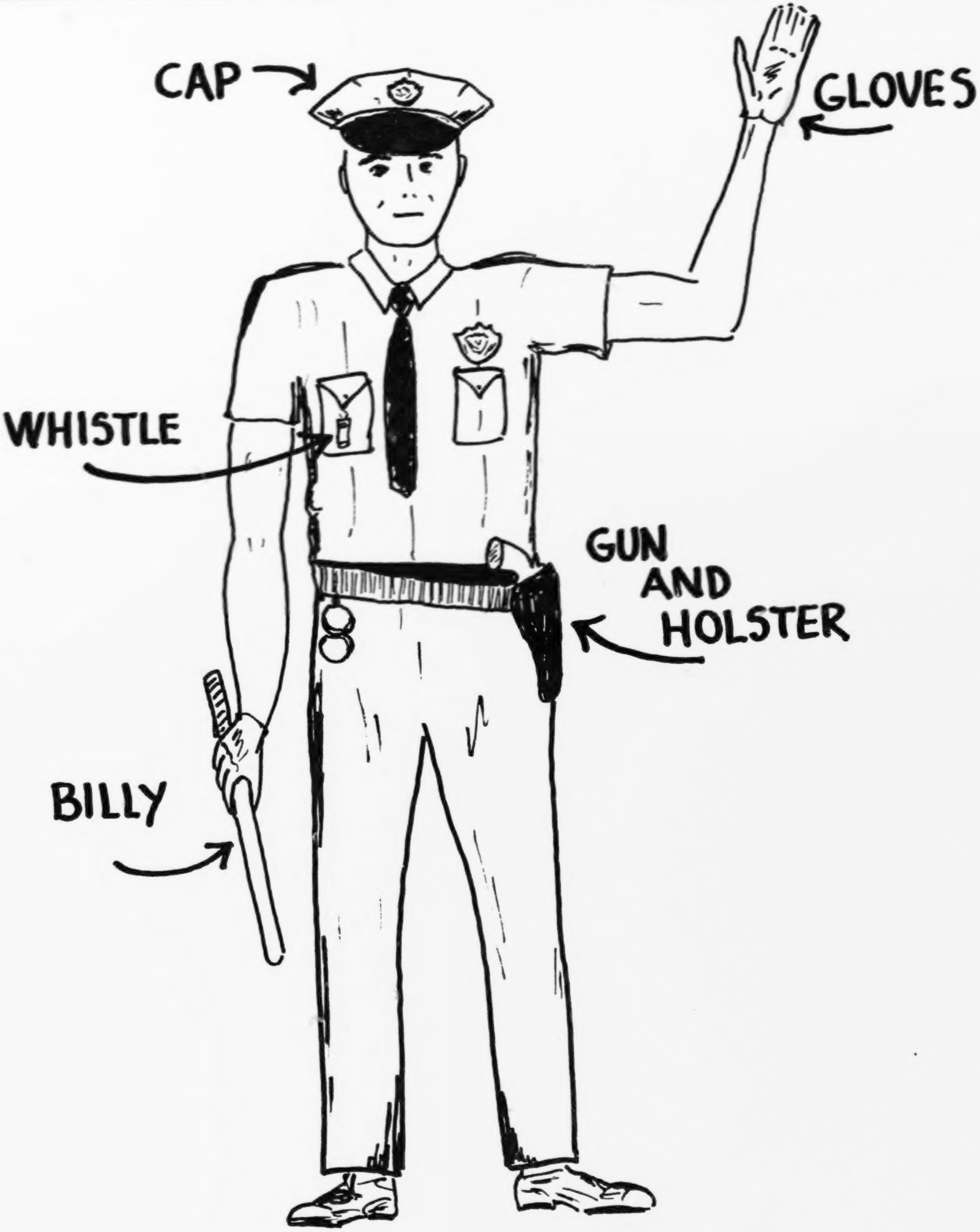
4. 

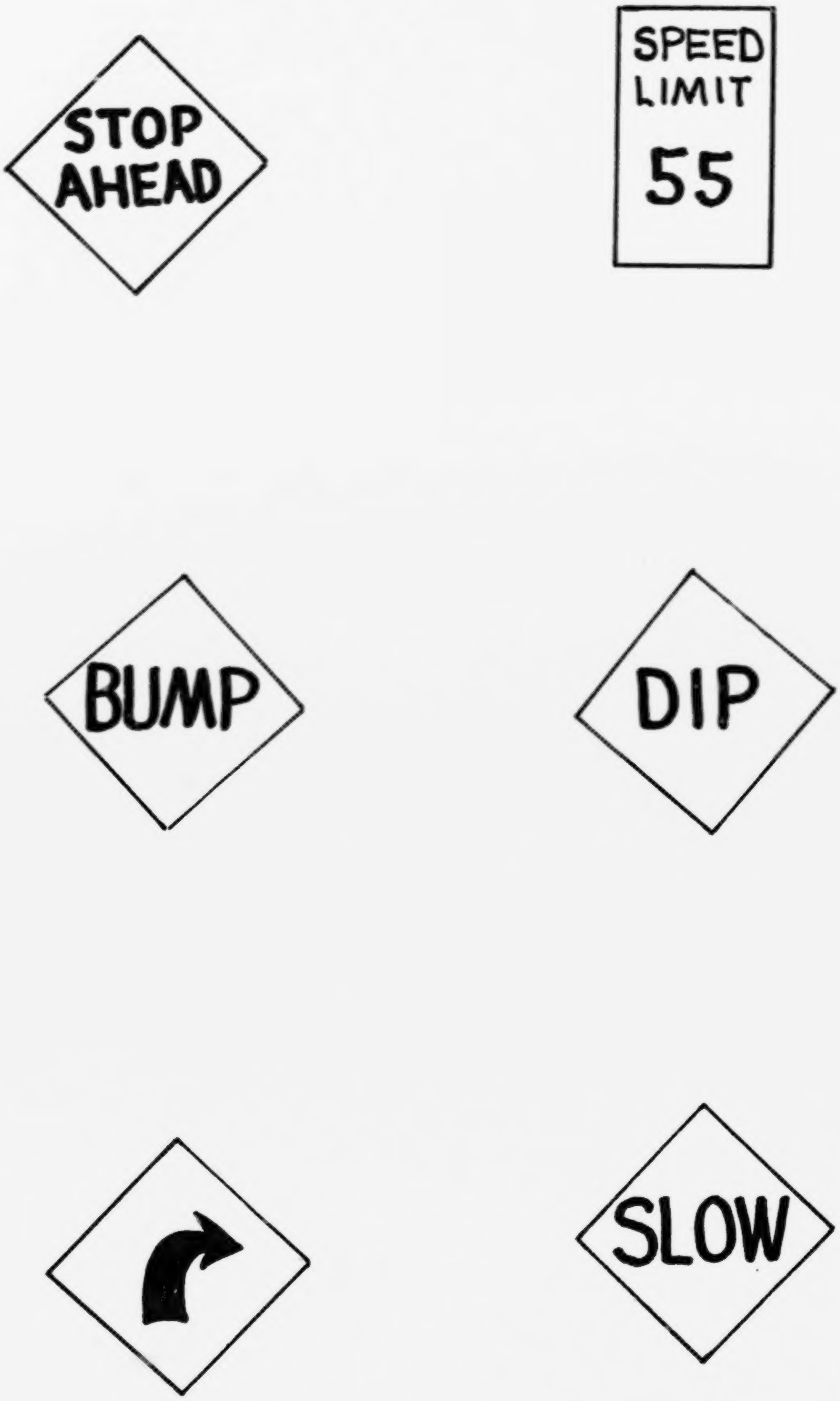
WORKSHEET

POLICEMAN'S UNIFORM & EQUIPMENT

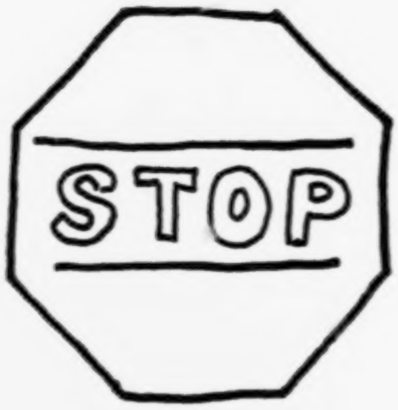

HELMET
GOGGLES
BADGE
HANDCUFFS
NOTEBOOK

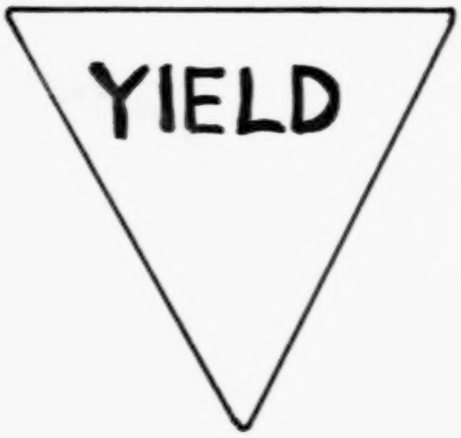
POLICEMAN'S UNIFORM & EQUIPMENT

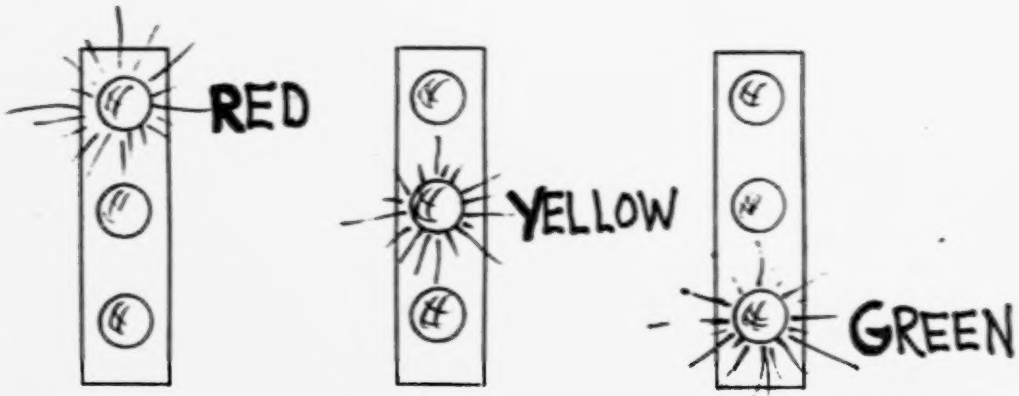

CAP
GLOVES
WHISTLE
GUN AND HOLSTER
BILLY


STOP AHEAD
SPEED LIMIT 55
BUMP
DIP
SLOW

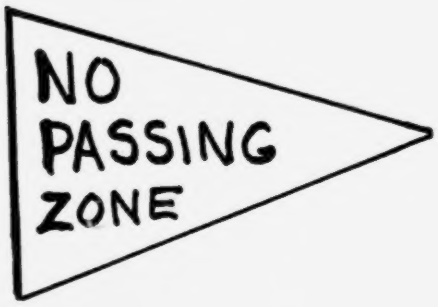
TRAFFIC SIGNS

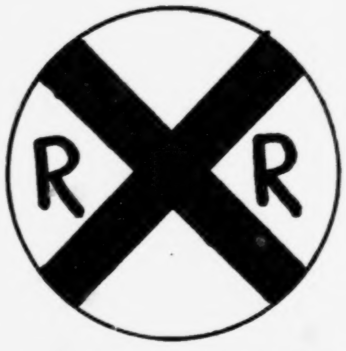





RED
YELLOW
GREEN

TRAFFIC LIGHT

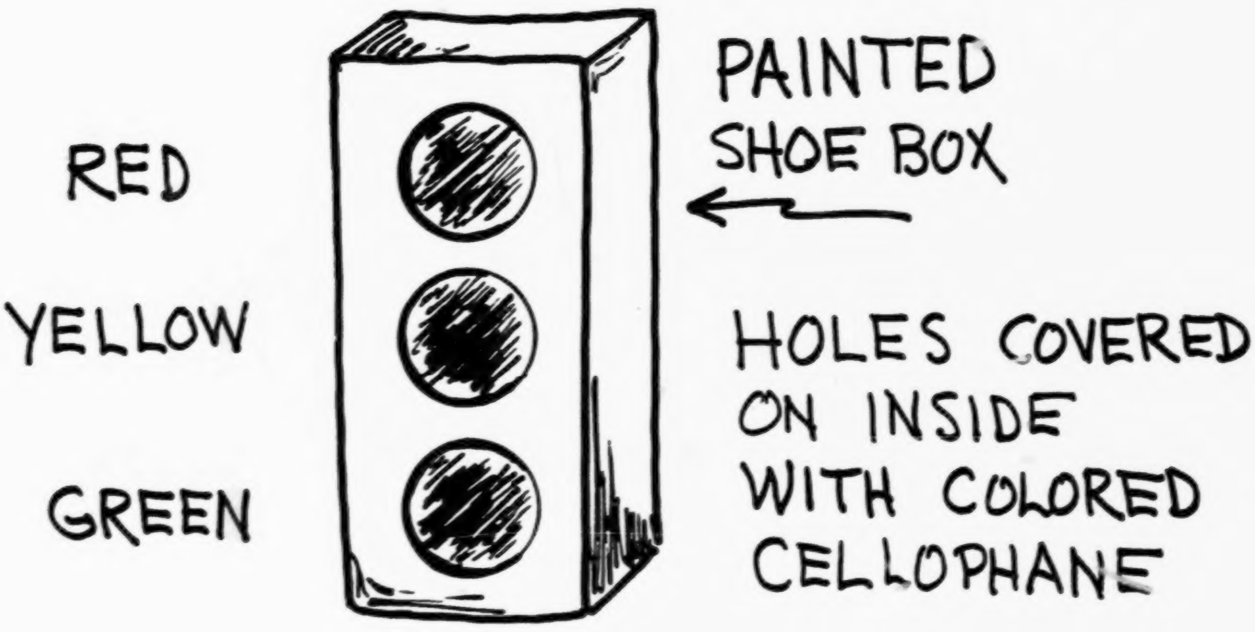

NO
PASSING
ZONE

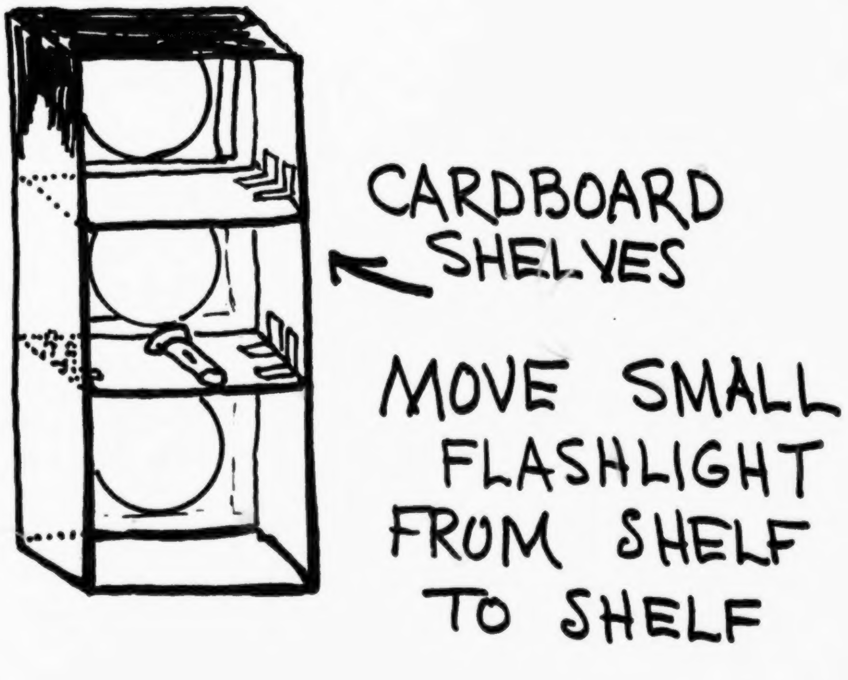


RAILROAD

TRAFFIC SIGNS

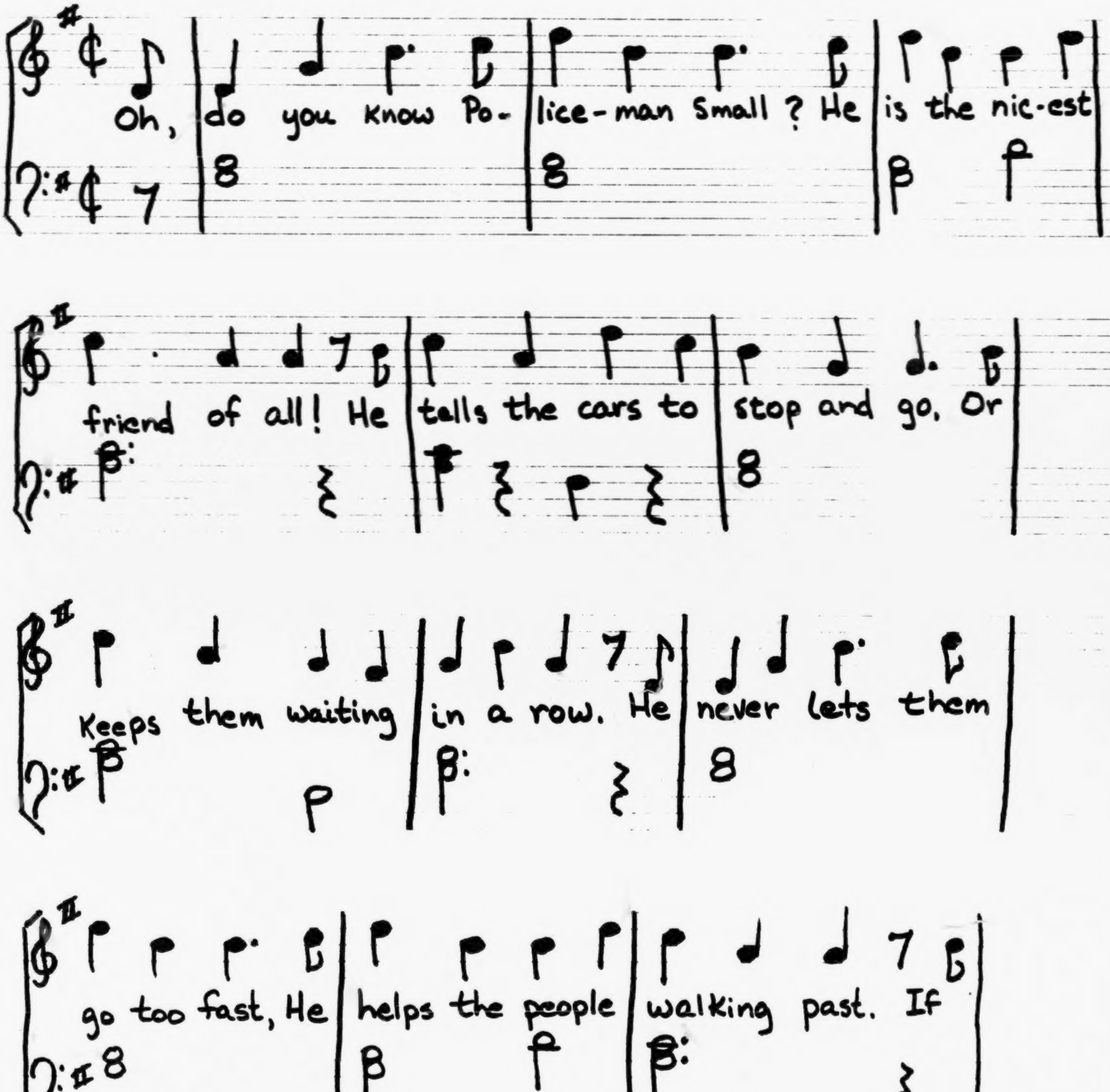
TRAFFIC LIGHT


RED
YELLOW
GREEN
PAINTED SHOE BOX
HOLES COVERED ON INSIDE WITH COLORED CELLOPHANE


CARDBOARD SHELVES
MOVE SMALL FLASHLIGHT FROM SHELF TO SHELF

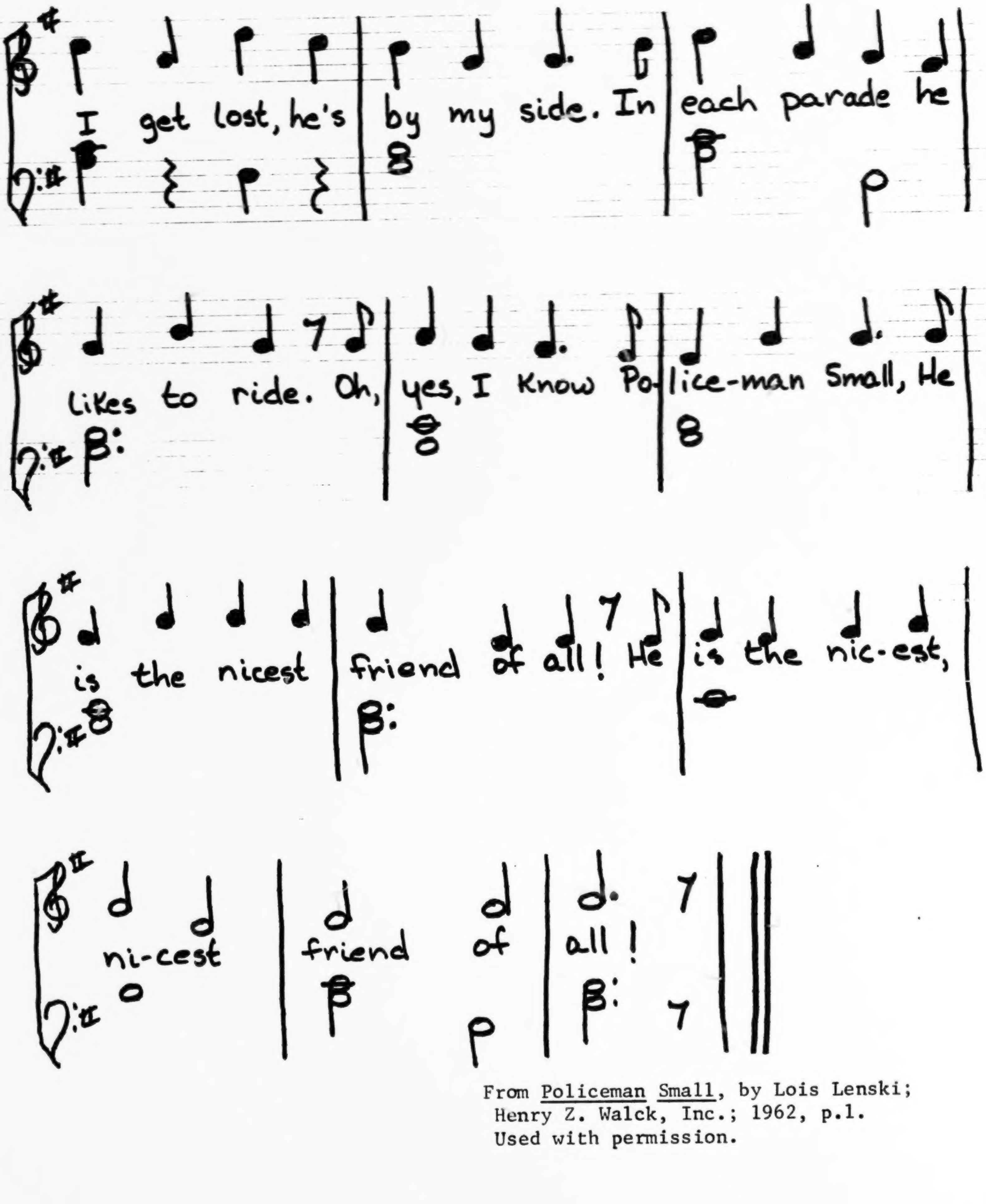
OH, DO YOU KNOW POLICEMAN SMALL ?

Words by Lois Lenski
Music by Clyde Robert Bulla


Oh, do you know Po- lice-man Small ? He is the nic-est
friend of all! He tells the cars to stop and go. Or
Keeps them waiting in a row. He never lets them
go too fast, He helps the people walking past. If

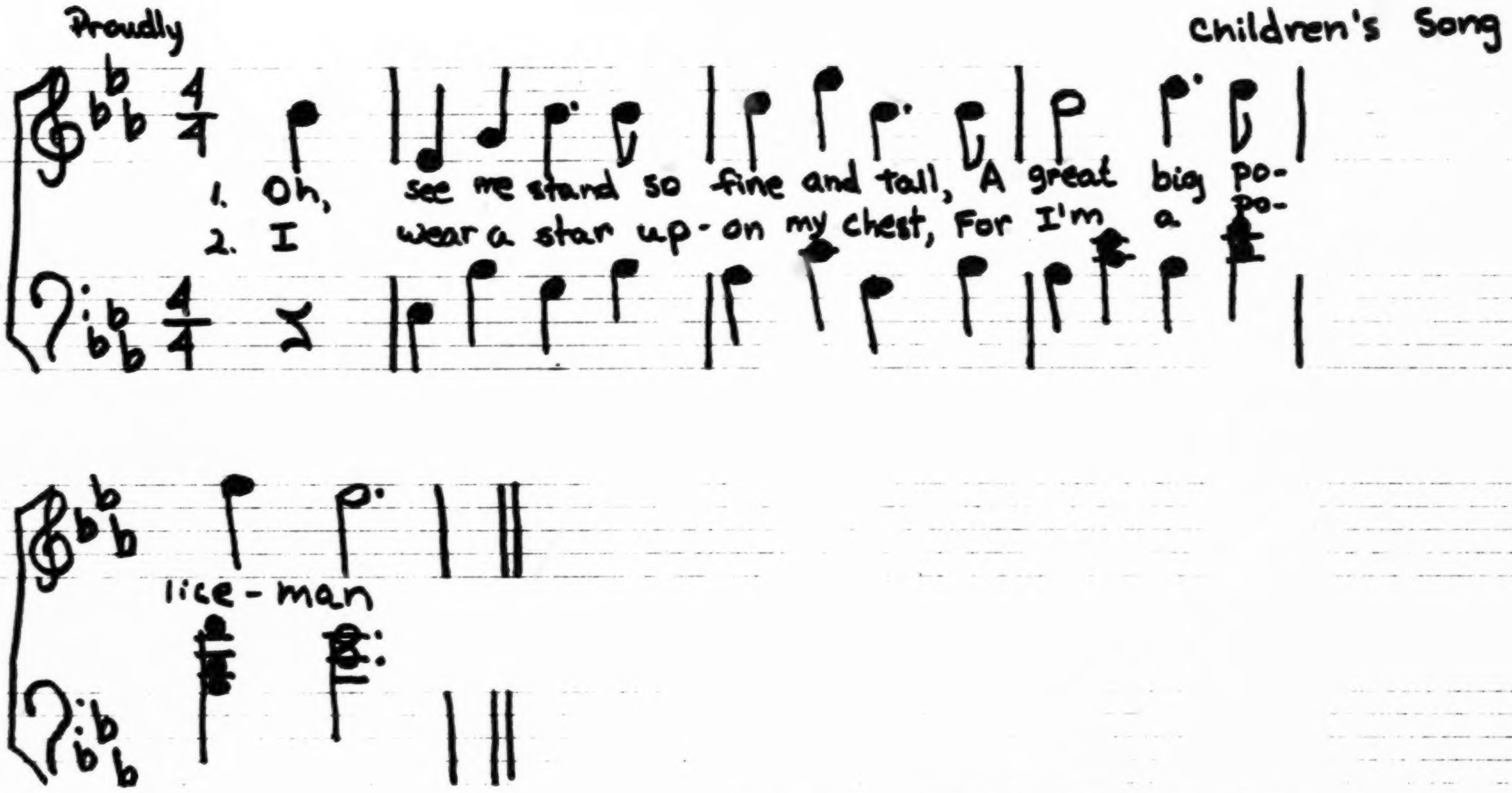
continued .. page 2

OH, Do You Know Policeman Small?


I get lost, he's by my side. In each parade he
likes to ride. Oh, yes, I Know Po-lice-man Small, He
is the nicest friend of all! He is the nic-est,
ni-cest friend of all!

From Policeman Small, by Lois Lenski;
Henry Z. Walck, Inc.; 1962, p.l.
Used with permission.

The Policeman


Proudly
Children's Song
1. Oh, see me stand so fine and tall, A great big po-
2. I wear a star up-on my chest, For I'm a po-
lice-man

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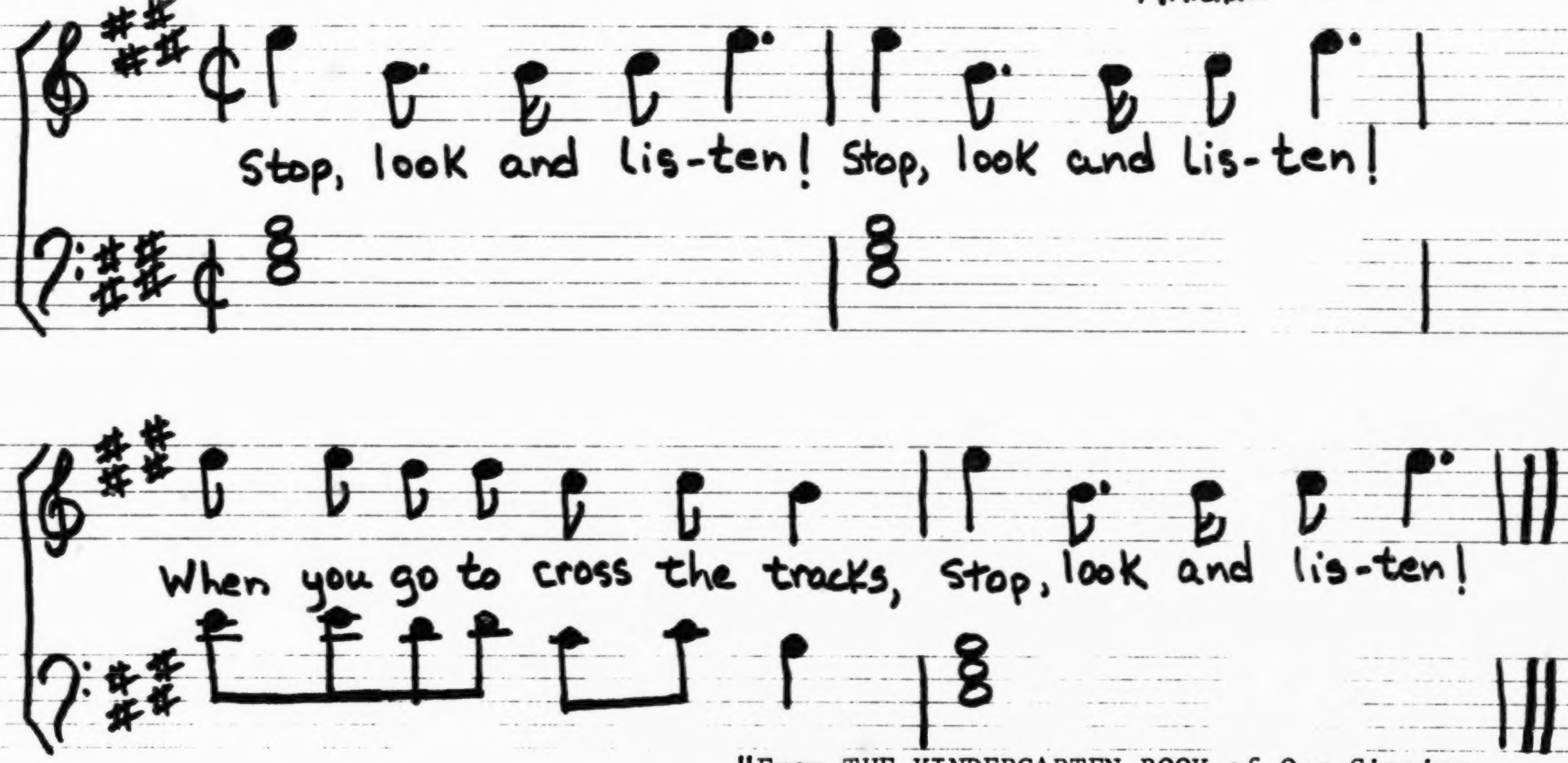
Stop, Look and Listen

M.M.

MARIAN MAJOR


Stop, look and lis-ten! Stop, look and lis-ten!
When you go to cross the tracks, Stop, look and lis-ten!

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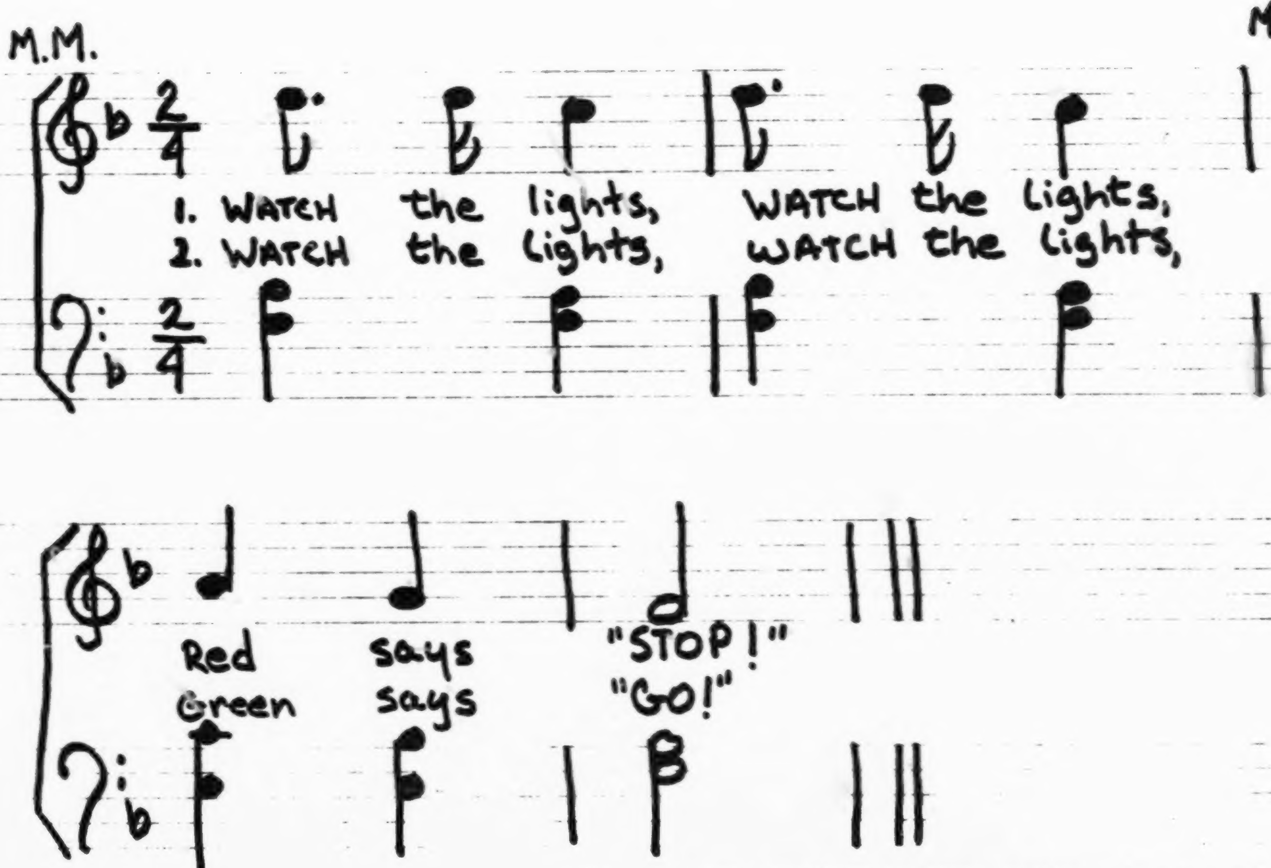
Watch the Lights!

MARIAN MAJOR


M.M.
1. WATCH the lights, WATCH the lights,
2. WATCH the lights, WATCH the lights,
Red says "STOP!"
Green says "GO!"

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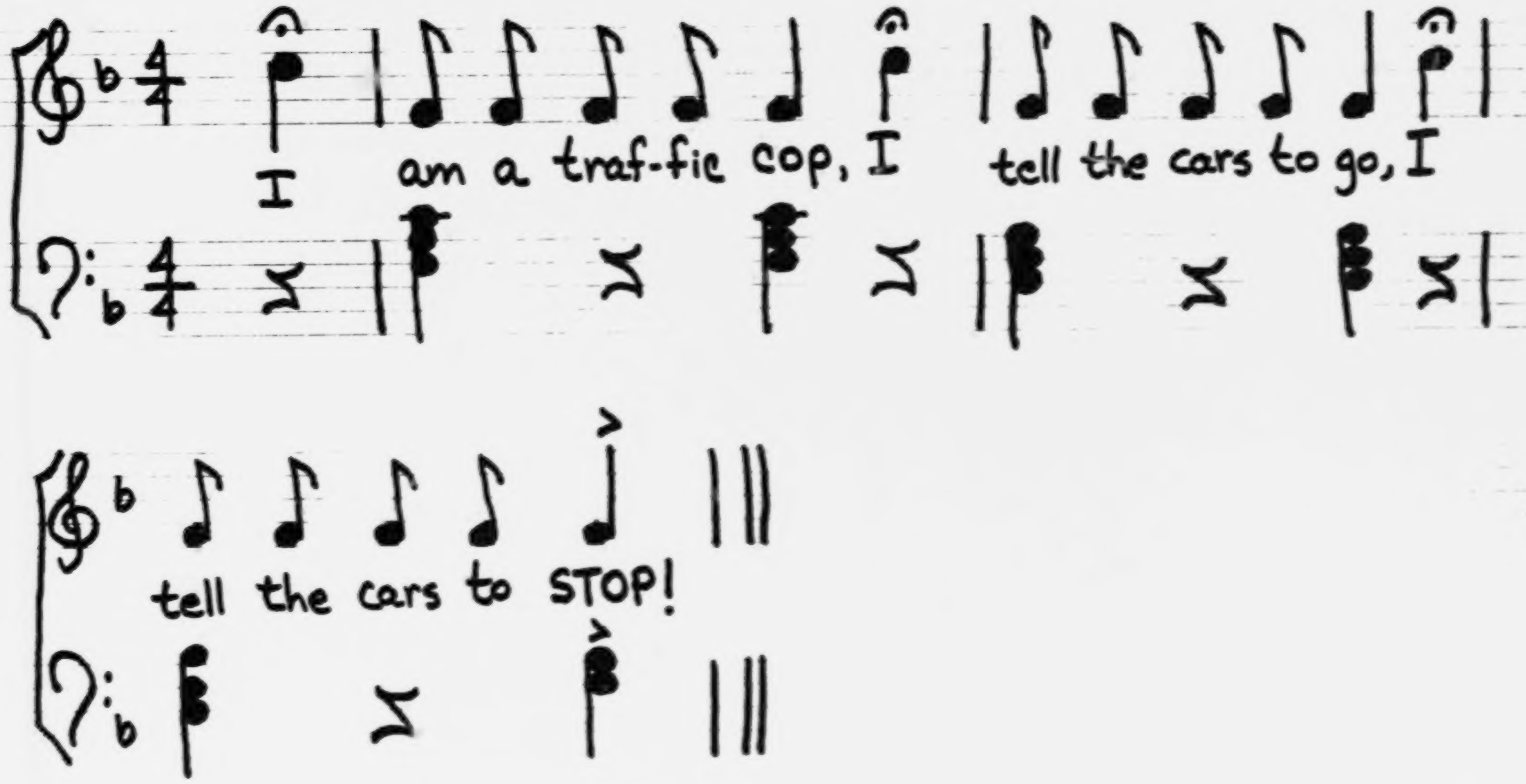
I'm the police cop man, I am, I am.
Cars can't go till I say they can.
Margaret Morrison

I'm a Traffic Cop


I am a traf-fic cop, I tell the cars to go, I tell the cars to STOP!

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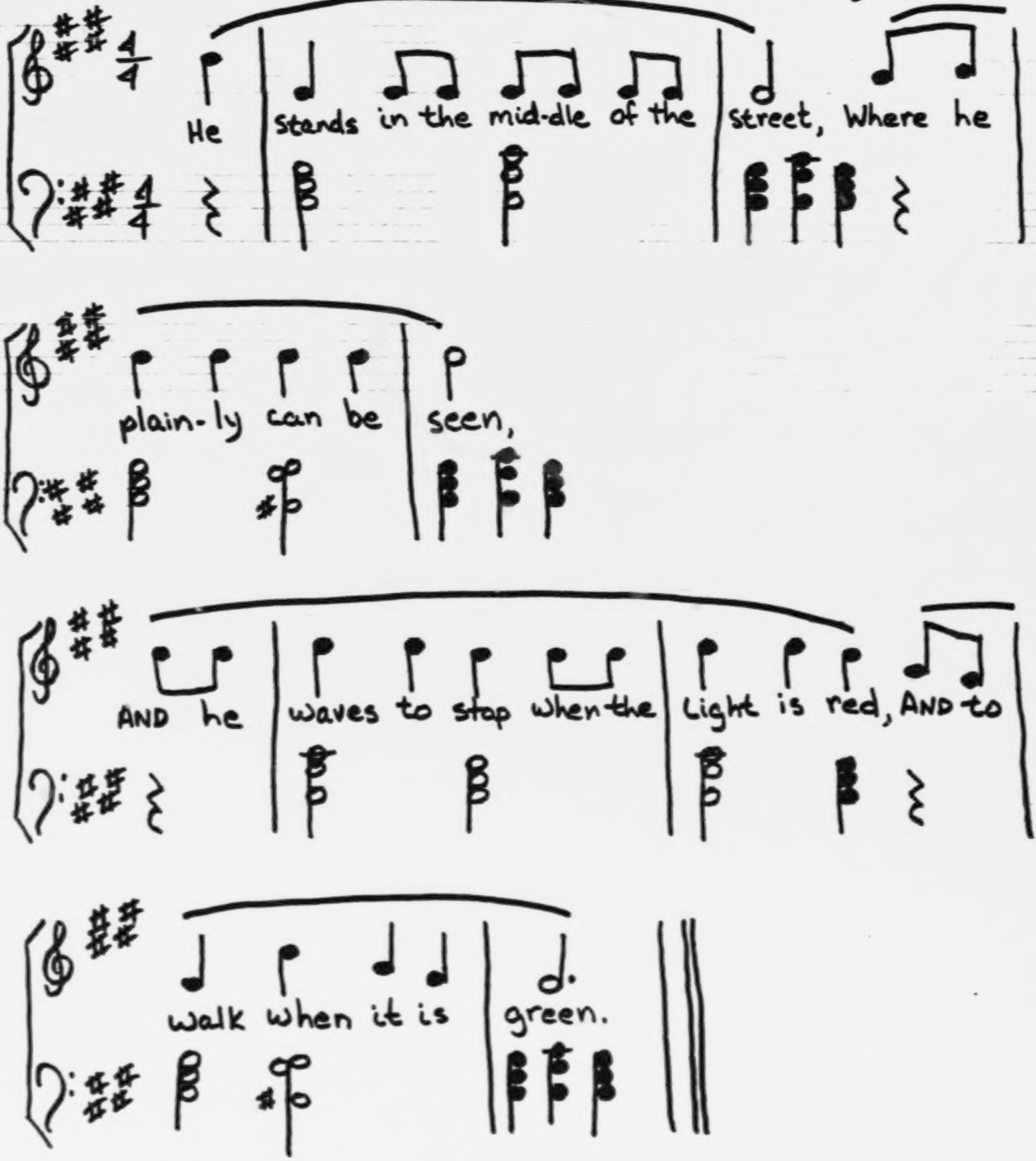
THE TRAFFIC POLICEMAN

Words by Julie Gibault
Music by R.A. Coan


He stands in the mid-dle of the street, Where he
plain-ly can be seen,
AND he waves to stop when the light is red, AND to
walk when it is green.

–The tempo may be fast, medium, or slow, depending upon whether the people are in a hurry or just out for a pleasant walk.

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